

INSTITUTIONAL RESPONSES TO CONDITIONS OF DECLINE:  
AN APPLICATION OF ZAMMUTO, WHETTEN,  
AND CAMERON'S TYPOLOGY

BY

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This study is dedicated to the writer's wife, Janet Lynn Huntley. The completion of the writer's doctoral program and this study would not have been accomplished without her generous support and understanding.

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INSTITUTIONAL RESPONSES TO CONDITIONS OF DECLINE:  
AN APPLICATION OF ZAMMUTO, WHETTEN,  
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By

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The problem in this study was to determine the types of full-time equivalent (FTE) student enrollment decline experienced by Florida's community colleges from 1981-82 to 1984-85 and the institutional responses to the decline, as they compared with Zammuto, Whetten, and Cameron's typology. The study focused on the following questions:

1. What types of FTE student enrollment decline were experienced by selected Florida community colleges during the period from 1981-82 to 1984-85?
2. What were the institutional responses to the enrollment decline of each selected Florida community college which experienced an FTE student enrollment decline of greater than 5% during the period from 1981-82 to 1984-85?

3. For the selected institutions, how do the types of decline in FTE student enrollment and the institutional responses to the decline compare with the types of decline and institutional responses identified in Zammuto, Whetten, and Cameron's typology?

4. What are the predicted adaptations of those community colleges responding to decline in congruence with the typology and those responding to decline not in congruence with the typology?

5. What are the early indicators to support or reject the predicted adaptations?

A multiple case study approach was used to study the types of FTE student enrollment decline and the activities implemented in response to the decline at each Florida community college surveyed. Each Florida community college which experienced a decline in FTE student enrollment of more than 5% from 1981-82 to 1984-85 was included in a telephone survey, with seven Florida community colleges identified as having experienced such an enrollment decline. Five of the seven community colleges surveyed experienced an erosion decline, with two community colleges experiencing a contraction decline.

The study concluded the application of Zammuto, Whetten, and Cameron's typology provided a basis for successfully predicting the adaptation of six of the seven community colleges surveyed. In addition, results indicated the typology is of value for community colleges to consider in responding to student enrollment decline.



## CHAPTER I BACKGROUND TO STUDY

### Introduction

During the 1970s, the United States experienced difficult and strenuous conditions which necessitated business, government, and educational institutions finding ways to cope with declining financial resources. The economic problems of inflation, energy, and declining productivity were common concerns of industry, government, and education.

The budgetary problems public higher education institutions began experiencing in the 1970s have continued into the 1980s. Influencing the plight of education in the United States in the 1980s is the perception that President Ronald Reagan is not supportive of further growth in higher education. Saunders (1982) offered the following comment on the Reagan administration.

The commitment to expand postsecondary opportunities that has been affirmed by presidents and congresses for almost a quarter of a century may soon be cancelled. (p. 9)

Hellweg and Churchman (1981) summarized education's dilemma for the 1980s.

It is widely recognized and generally accepted that a quarter century of unparalleled growth in American higher education has come to an end. The best that the future holds is stability; there is a high possibility of significant retrenchment and of a significant number of school closings. (p. 16)

During the decade of the 1980s educators may well be facing a watershed (Madonia & Bradley, 1981, p. 6).

The major economic trends affecting education in the 1980s include inflation, energy, declining productivity, and demographics. The demographic trends economically affecting education include fewer students, a depressed academic job market, and government's perceiving educational needs as less of a priority when compared to other emerging societal needs (Nelson, 1980, p. 41). In identifying problems higher education is facing in the 1980s, Hendrickson and Lee (1983) cited the following:

The 1980s will be an austere period for higher education. The current recession, chronic unemployment, declining enrollment, decreasing or static federal support, and reductions in state revenues will serve to perpetuate the demand to reduce programs and faculty throughout the decade. (p. 1)

In the 1980s community colleges in particular will be facing various problems, including the expansion of collective bargaining, declining enrollments, tuition increases, increased state control, and a critical problem with financial support (Johnson, 1979, p. 13). Nelson (1980) suggested that with declining public school

enrollment and a decreasing probability of federal funding assistance, community colleges will be increasingly dependent on state and local funding, with colleges needing to justify expenditure of public money on education. The future of community colleges is uncertain and will be difficult.

As community colleges deal with increasing economic difficulties, a frequent administrative response to dwindling revenues is to reduce the size of the institution's work force, thereby reducing the amount of operating costs. Mensel (1980) identified one of the reasons reducing personnel is a likely alternative when budget shortfalls are experienced.

Campus budgets, as every administrator knows, are affected more by personnel costs than by any other element. Personnel costs typically constitute about 70% of the operating budget in universities, and almost 80% and sometimes more in community colleges. (p. i)

Florida's public community colleges are experiencing declining student enrollments in the 1980s and at the same time are hiring an increasing number of faculty. For example, according to the Report for Florida Community Colleges (1981-82, 1984-85) during the period from the 1981-82 school year through the 1984-85 school year, Florida's 28 community colleges went from a high annual student headcount enrollment of 744,648 to a low of 685,320, representing a decline in student enrollment of

59,328, or 8%. During this same period of declining enrollment, Florida's community colleges increased the number of full-time instructors from 3,970 to 3,995, representing an increase of 25 instructors, or 1%. Based on this initial three-year period in the 1980s, as Florida's community colleges experience declining enrollments, the colleges are hiring an increasing number of full-time faculty. If this trend continues to develop, Florida's community colleges will be facing very difficult budget decisions in a short period of time.

Whetten (1981), Cameron (1983), and Levine (1984) reported that administrative responses to conditions of decline in higher education tend to be conservative and lack innovation. In addition, administrative responses are not necessarily based on the type of decline experienced.

Zammuto, Whetten, and Cameron (1983) developed a typology of environmental decline and institutional responses which provided a basis for identifying the nature and type of decline experienced by an organization and recommended prescriptive strategies for successful adaptation. Understanding decline and managerial strategies for adaptation in Florida community colleges as they compare with the typology of Zammuto et al. will assist educational managers in responding to decline. In addition,

such a study will serve to advance knowledge of the types of decline and provide a basis for improved institutional responses to decline to enable colleges to continue to meet the needs of students in times of fewer resources.

### Statement of the Problem

The problem in the study was to determine the types of student full-time equivalent (FTE) enrollment decline experienced by selected Florida community colleges and the institutional responses to the types of enrollment decline as they compare with Zammuto, Whetten, and Cameron's (1983) typology of decline and recommended institutional responses. The study focused on the following questions:

1. What types of FTE student enrollment decline were experienced by selected Florida community colleges during the period from 1981-82 to 1984-85?
2. What were the institutional responses to enrollment decline of each selected Florida community college which experienced an FTE student enrollment decline of greater than 5% during the period from 1981-82 to 1984-85?
3. For the selected institutions, how do the types of decline in FTE student enrollment and the institutional responses to the decline compare with the types of decline and institutional responses identified in Zammuto, Whetten, and Cameron's typology?

4. What are the predicted adaptations of those community colleges responding to decline in congruence with the typology and those responding to decline not in congruence with the typology?

5. What are the early indicators to support or reject the predicted adaptations?

#### Justification for the Study

The declining student enrollments experienced by Florida community colleges have resulted in educational managers being concerned with how to most effectively respond to this growing problem. Concern is heightened by the expected losses of state revenue, with discussions inevitably leading to consideration of staff reductions since personnel services monies typically constitute almost 80% of a community college's budget (Mensel, 1980). Community colleges need to update and improve their approaches to human resource management to more effectively deal with staffing problems incurred by declining enrollments. Mensel (1980) reported on the status of the development of the personnel function in higher education.

More than one management analyst has observed that higher education has made itself an inviting target by its widespread neglect of enlightened personnel administration. Some of these analysts would argue that the more progressive segments of business and industry have surpassed colleges and universities in upgrading their personnel programs simply because they were the earlier targets of organized labor. . . . It may also be

significant that the giants of commerce in many cases acted years ago to make the personnel program an independent management function; in most colleges and universities, it remains submerged in the business office. (p. i)

In addition, the conservative managerial responses to student enrollment decline which reflect an absence of prescriptive strategies, as noted by Whetten (1981), Cameron (1983), and Levine (1984), indicate a need to further study the application of a typology which recommends prescriptive strategies for combatting enrollment decline. Applying Zammuto and others' typology to the experiences of Florida's community colleges will contribute to the research and expansion of knowledge needed to assist Florida's community colleges in adapting to declining student enrollments. As community colleges continue to face declining resources, educational managers will need to be able to identify the nature and severity of the decline and to develop managerial strategies for successful adaptations.

As educational managers face declining enrollments and budget deficits, these problems are compounded by the general lack of organizational maturity of the personnel management function and the tendency of educational managers to respond to decline with conservative, traditional, nonprescriptive approaches. Based on these factors, there exists a need to further study decline and successful adaptation.

### Delimitations

The results of this study cannot necessarily be applied to community colleges outside the State of Florida. This is due to the unique demographics, size, state funding support, and other environmental factors which influence responses to the survey.

### Assumptions

The following assumptions were made for this study:

1. Using an FTE student enrollment decline of greater than 5% during the period from 1981-82 to 1984-85 provides a sufficient basis for measuring decline and the application of Zammuto, Whetten, and Cameron's typology.
2. The procedures used in this study identify the types of student FTE enrollment decline and the institutional responses of selected community colleges to the enrollment decline.

### Methodology

#### Population

The population analyzed for identifying types of FTE student enrollment decline was the 28 Florida community colleges. The population studied to determine institutional responses to enrollment decline were those seven Florida community colleges which experienced



a decline in FTE student enrollment of greater than 5% over the three-year period from 1981-82 to 1984-85. Data identified in Table 1 document the FTE student enrollment changes which occurred during this period and provide the basis for determining which institutions experienced a decline in FTE student enrollment of greater than 5%.

#### Case Study Method

A multiple case study approach was used to study the types of FTE student enrollment decline and the activities implemented in response to the decline at each Florida community college surveyed. A multiple case study approach was used instead of a single case study due to the larger amount and varied composition of data obtained from a multiple case study, which provided a broader and more comprehensive basis on which to apply Zammuto, Whetten, and Cameron's typology.

#### Survey

Within each community college which experienced a decline in FTE student enrollment of greater than 5% during the period from 1981-82 to 1984-85, selected administrative officers or designees were interviewed in a telephone survey to determine the types of activities implemented in response to the enrollment decline and the early indicators of adaptation, as of December, 1985.

Table 1

Changes in FTE Student Enrollment of Florida Community  
Colleges During the Period From 1981-82 to 1984-85

College	1981-82 FTE	1984-85 FTE	Percent Change in FTE 1981-82 to 1984-85
A	15,021.8	11,682.6	-22
B	8,252.8	7,049.0	-15
C	25,835.0	23,682.0	- 8
D	2,578.1	2,366.2	- 8
E	5,313.4	4,917.0	- 8
F	803.0	753.0	- 7
G	1,599.3	1,495.0	- 7
H	5,919.0	5,696.4	- 4
I	4,825.0	4,629.0	- 4
J	5,105.2	4,936.0	- 3
K	2,045.6	1,979.2	- 3
L	6,242.7	6,188.1	- 1
M	705.9	695.6	- 1
N	962.0	963.7	0
O	5,882.4	5,891.7	0
P	2,151.6	2,172.3	1
Q	9,111.7	9,534.6	4
R	2,016.6	2,091.3	4
S	8,118.0	8,427.5	4
T	2,449.5	2,560.2	4
U	2,810.8	3,020.0	7
V	5,163.9	5,532.2	7
W	1,075.9	1,165.5	8
X	693.4	746.6	8
Y	6,389.7	6,996.3	9
Z	2,461.2	2,678.6	9
AB	564.1	641.9	14
CD	1,349.6	1,578.5	17
TOTALS	135,447.2	130,070.0	- 4

Source: Data obtained from an analysis of Report for  
Florida Community Colleges. Tallahassee, FL:  
Department of Education, Division of Community  
Colleges, 1981-82 and 1984-85.

The selected administrative officers or designees interviewed included the president, the chief instructional officer, the chief finance officer, the chief personnel/human resources officer, and the chief student services officer. A predetermined standard set of questions was used during the telephone interviews. Each interviewee's responses were developed into written descriptions of the institution's activities implemented in response to the enrollment decline, as well as the early indicators of adaptation.

Using Zammuto and others' (1983) typology of decline and recommended institutional responses, the activities implemented by each of the seven institutions surveyed were analyzed. The analysis determined the extent to which the institutional responses compared with the responses recommended in the typology for that particular type of decline.

### Instrumentation

The instrument used in the telephone survey consisted of a set of questions developed by the author which were designed to elicit a descriptive response identifying institutional responses implemented to combat the decline in student enrollment. The author pretested the instrument by soliciting input from five experienced community college administrators and faculty members

regarding the phrasing of the questions and the design of the instrument. Input from this group was taken into consideration in the development of the final version of the instrument.

### Definition of Terms

Across-the-board reduction. An across-the-board reduction is a management strategy for reducing either budget or staff sizes by requiring each area or department to reduce its budget or staff size by a standard amount or percentage.

Attrition. Attrition is the process of not filling employment positions which have become vacant due to resignations, retirements, or deaths.

Community college. A community college is a two-year post-high school educational institution supported by public funds with instructional programs consisting primarily of college credit university parallel and/or non-college credit vocational, technical, and adult education. The term community college is synonymous with the term junior college in Florida's education system and is synonymous for this study.

Decline types. Collapse decline: Cameron and Zammuto (1983) defined collapse as a discontinuous type of environmental decline which is rapid and dramatic, resulting in an immediate threat to the survival of the organization. Contraction decline: Cameron and Zammuto

(1983) defined contraction as a discontinuous type of environmental decline where an organization faces a sudden, often unexpected, decline in resource availability or student enrollment. Dissolution decline: Cameron and Zammuto (1983) defined dissolution as a continuous, often expected, type of environmental decline where change is a shift from one environmental niche to another. Erosion decline: Cameron and Zammuto (1983) defined erosion as a continuous, gradual, and often predictable type of decline with a continuous shrinkage in the size of the niche.

Domain. Meyer (1975) defined the domain of an organization as its population served, the technology employed, and the services rendered.

Domain creation. Cameron and Zammuto (1983) defined domain creation as a strategy for diversifying and supplementing the current domain with other more protected domains.

Domain defense. Cameron and Zammuto (1983) defined domain defense as a strategy for reducing the size of the domain occupied by the organization and protecting the core domain from being abolished.

Domain offense. Cameron and Zammuto (1983) defined domain offense as a strategy for expanding the current domain of the organization which is designed to create organizational slack.

Domain substitution. Cameron and Zammuto (1983) defined domain substitution as completely replacing the current domain with another existing domain.

Environmental decline. Environmental decline is a term referring to a decline in the environmental factors supporting an institution, including student enrollment decline and/or revenue decline.

Environmental niche. Cameron and Zammuto (1983) defined environmental niche from the perspective of an environment being composed of an assemblage of niches, with each niche bounded by such factors as the availability of resources to support an organization's activities, constraints such as technology and culture, and the presence of consumer demand for an organization's outputs.

Expansion. When referencing an institutional response to the decline condition of dissolution, expansion refers to long-run administrative behavior which significantly expands the institution's instructional programs.

Experimentalism. When referencing an institutional response to the decline condition of collapse, experimentalism refers to trial-and-error responses to substitute one domain for another.

Financial exigency. Financial exigency is a term that refers to an organization's financial condition having reached a state of decline requiring immediate action or making urgent demands.

Minor realignment. When referencing an institution's response to the decline condition of erosion, minor realignment refers to proactive strategies designed to fine-tune the size and nature of an institution's staff or programs to such a degree that the institution is able to adapt to a continuous and gradual decline in student enrollment.

Reconstruction. When referencing an institutional response to the decline condition of contraction, reconstruction refers to reactive strategies designed to change or reconstruct the size and nature of an institution's staff or programs to such a degree that the institution is able to adapt to a discontinuous and sudden decline in student enrollment.

Reduction-in-force. Reduction-in-force is a term that refers to an organization reducing the size of its work force.

Retrenchment. Retrenchment is a term that refers to an organization's experience of a reduction-in-force.

Student full-time equivalent (FTE) enrollment. Student full-time equivalent (FTE) enrollment is a term used by the State of Florida's Division of Community Colleges in its report FTE Enrollment Plan 1985-86 and 1986-87 (1984-85), which is used as a basis for identifying enrollment decline

in this study. The Division of Community colleges defines a full-time equivalent (FTE) enrollment (annualized) as student semester hours divided by 40 for Advanced and Professional, Postsecondary Vocational instruction, and for all other instruction, 900 instructional hours equate to 1 FTE.

### Outline of the Study

Chapter I included the statement of the problem, justification for the study, delimitations, assumptions, methodology, and definition of terms. Chapter II consists of a review of related literature about enrollment decline and institutional responses to decline. Chapter III reviews Zammuto, Whetten, and Cameron's typology of decline and recommended responses to decline. Chapter IV presents the survey results in both narrative and tabular formats. Chapter V contains conclusions drawn from the study and recommendations for further research.



## CHAPTER II REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present the results of a select review of the literature related to decline and institutional responses to decline. The review includes the areas of enrollment decline, managing during conditions of decline, responses to declining revenues, and conservatism and across-the-board cuts, as they pertain to community colleges.

### Enrollment Decline

Colleges and universities throughout the United States were projected to experience a decline in student enrollment during the 1980s and beyond as indicated by Johnson (1979) and others. Spiro (1980) reported the projections for student enrollments.

Although it is difficult to project the future for any higher education institution, almost all major educational forecasting groups project a decrease in overall enrollment. For example, the National Center for Educational Statistics projected 12.1 million enrollments in 1980 and 11.2 million in 1985. (p. 18)

One of the significant factors affecting the decline of enrollment in colleges is the smaller size of the traditional college-age population as noted by Nelson (1980).

The well-known decline in the traditional college-age population is the most obvious aspect of change. The high school graduating class of 1979 was the largest in the foreseeable future. Between 1979 and 1991, the number of high school graduates is expected to drop by 26% nationally. (p. 43)

This decline in the number of potential students from the traditional college-age population has also served to increase the degree of competition for students among universities, colleges, community colleges, and technical schools.

Another factor projected to contribute to the decline of student enrollment in the community college is the anticipated increase in student tuition as documented by Johnson (1979).

Financial support will be an increasingly critical problem for the community college. Tax revolt and steady state and declining enrollments can be expected to contribute to creating and maintaining a continuing financial crisis for the community college . . . tuition and other fees will be increased in community colleges nationally. In many situations increased costs to students will constitute a threat to the community college as an open-door college. (p. 13)

Adding further uncertainty to student enrollment prospects for community colleges is the instability encountered when student enrollments tend to change rapidly in response to economic conditions. Zammuto (1983) identified the relationship of community college enrollment with economic conditions.

Given their relatively limited market scope, they are likely to be more susceptible to changes in local economic conditions and demographic trends than are other types of colleges and universities.

During the period 1973-1976 the two-year institution category had one of the lowest proportions of schools encountering enrollment decline of the five types of institutions. This period was marked by a recession that increased the ranks of potential students with the unemployed. (p. 94)

Zammuto, Whetten, and Cameron (1983) reported similar findings.

Enrollments in two-year institutions tend to contract and expand rapidly with fluctuations in local economic conditions that have the effect of shrinking or increasing the supply of potential students. As economic conditions improve, two-year institutions' enrollments tend to decline rapidly, while rapid growth occurs during worsening economic conditions. Two-year schools tend to be more sensitive than four-year institutions because of their reliance on a localized market from which to draw students. (p. 103)

#### Managing Under Conditions of Decline

Educational administrators are having to expand their perspectives and related skills from dealing with growing enrollments and revenues to managing under conditions of declining enrollments and revenues. Cameron (1983) reported on the emergence of this new perspective.

The characteristics of the environment in which colleges and universities exist--enrollment trends, financial exigencies, federal policy changes, unexpected disaster, and so on--are creating conditions of decline that require a new set of administrative and organizational responses. . . . The management of conditions of decline, therefore, has become a major requirement of managers and administrators in institutions of higher education. (p. 361)

Although dealing with management under the condition of decline can be a difficult and complex challenge, the

nature of declining enrollments and subsequent revenue reduction will force someone to deal with the problem either from within or outside of the institution.

Government officials are being petitioned by a diverse group of constituencies for priority consideration to receive government funding, which will bring more pressure to bear on state-funded community colleges that are serving fewer and fewer students. Hoenack and Roemer (1981) suggested that, in the absence of well-developed analytical skills and criteria for making decisions to deal with decline in higher education, state governments will be on hand to make the decisions for administrators.

There is little analytical basis currently available to determine which programs and institutions represent excess capacity. Without objective criteria, state governments will be inclined to make across-the-board reductions at higher education facilities, even if it would be preferable to close some institutions and expand others. (p. 49)

Personnel related costs of salaries and fringe benefits constitute a vast majority of a college's operating budget, typically around 80% of a community college's budget, and need to be managed cautiously and prudently during periods of declining revenues. However, the prudent management of human resources is often not demonstrated as noted by Greenhalgh (1983).

An amazing number of organizations continue hiring to replace voluntary leavers right up until the time of a work force cutback. The

overstaffed organization must then dismiss employees (including the new hires) suddenly defined as surplus. (p. 436)

Effective human resource management is important in general and even more important when an organization is experiencing conditions of decline. Strategic human resources planning was defined by Greenhalgh (1983).

Strategic human resources planning in a decline context involves treating the work force as a manageable asset. Managing assets means optimizing their value to the organization, allocating them to high priority operations, adapting them to changing needs, and managing flow rates so that levels always match current needs. (p. 437)

#### Responses to Declining Revenues

When an organization is facing a need to substantially reduce its operating budget, yet avoid involuntary termination of employees, among the responses frequently considered is to encourage employee retirements through various incentives. Johnstone (1980) reported that within the limitations of various legal and managerial considerations, the following incentives could be applied to encourage retirements:

1. Improvements in state retirement programs--length of service, adjustments for inflation, etc.--are needed.
2. Institutions could continue payments to the retirement fund to increase benefits.
3. Institutions could continue payment of health benefits.
4. Institutions could supplement retirement payment to the extent the faculty member took a reduction for early retirement.

5. A reduced workload could supplement early retirement annuity.
6. Severance payments--a portion of a year's salary, vacation accrued, sick leave accrued--could be made.
7. Variations of annuity plans are unlimited. (p. 26)

Patton (1983) identified a number of early retirement and career change options.

#### Early Retirement Options

1. Liberalizing the actuarial reduction.
2. Lump sum severance payments.
3. Annuity enhancement.
4. Phased retirement or reduced employment.
5. Perquisites.

#### Career Change Options

1. Career assistance efforts.
2. Retraining for out-placement.
3. Paid retraining leave--severance option.
4. Earnings supplement--severance option.

Reducing the size of an organization's work force through attrition is a response to revenue decline that has proven to be effective, as reported by Greenhalgh (1983).

Despite the complications they pose, attrition programs are typically well worth the managerial attention they require. In most layoff situations, an attrition program would have worked better; except for drastic reductions in force (involving large proportions of the work force during a short time period), attrition has shown to be more cost effective. Unfortunately, many managers equate the terms reduction in force and layoff, and therefore never consider that layoff is only one means of accomplishing a reduction in force. (pp. 438-439)

The impact an attrition program can have on an institution is dependent on the number of employees that can be projected to leave the organization for retirement or resignation related reasons. An organization with a relatively young and stable work force may find attrition to be of little impact on the overall budget problem.

Caubler (1982) identified a number of management strategies for public organizations to implement in dealing with fiscal problems which represent alternatives to layoffs.

1. Self-insurance.
2. Reimbursable unemployment compensation.
3. Postponement of capital projects.
4. Postponement of major procurements.
5. Buying smarter/buying less.
6. Inventory control.
7. Automation.
8. Conserving energy.
9. Reducing travel and conferences.
10. Reducing employee educational assistance.
11. Recalling government vehicles.
12. Attrition.
13. Planned delay in hiring.
14. Job freeze.
15. Worksharing.

16. Utilizing temporary help.
17. Transferring employees.
18. Altering the retirement plan.
19. Shortening the work week.
20. Delaying scheduled pay increases.
21. Freeze on raises.
22. Payless holidays.
23. Percentage pay cuts.
24. Fixed dollar pay cuts.
25. Cutting benefits.
26. Prohibiting overtime.

Although organizational retrenchment involving laying off employees may ultimately be necessary for an institution to implement due to the size of the fiscal problem, it is a choice which should be used cautiously as noted by Garland (1983).

Temporary drops in enrollments or reductions of appropriations below anticipated levels, or unanticipated rises in costs are stringencies which befall nearly all institutions from time to time. These transient difficulties can often be solved by invoking freezes, salary freezes, deferred maintenance, or other cost-saving measures. When the budget crisis becomes chronic, however, these options no longer work and the dismissal of faculty may become necessary. The appointments of tenured professors should not be terminated in response to short-term budget fluctuations. (p. 26)

Garland (1983, p. 24) further reported that a college should be in a state of financial exigency before jeopardizing the jobs of tenured professors.



Bickel (1983) reported that the number of faculty terminations during the past 20 years has been increasing.

Since the mid-1960s, an increasing number of schools, colleges, and universities--both public and private--have considered or effectuated the termination of faculty in response to isolated or pervasive fiscal exigency, declining enrollment, or the perceived necessity to reorganize or disestablish academic programs.  
(p. 1)

The College and University Personnel Association published a study in 1980, which reported that of the 337 two-year colleges and institutions responding to the study questionnaire, 76 schools (23%) actually retrenched faculty during the four academic years starting in 1974 and ending in 1978. The study also revealed that only 141 (51%) of the 276 public two-year schools and 16 (36%) of the 44 private two-year institutions had a policy covering retrenchment (p. 191).

Hyatt, Shulman, and Santiago (1984) identified five significant factors to consider when an institution is in the process of considering retrenchment due to fiscal stress.

1. Duration of the fiscal crisis.
  2. Degree of management flexibility available to the institution.
  3. Diversification of institutional revenue sources.
  4. Historical level of recurring program support.
  5. Ability of administration to communicate with all of the institution's constituent groups.
- (p. 1)

Procedural issues for consideration during retrenchment were reported by Nolting (1981).

1. When to invoke the policy.
2. Due process requirements.
3. Time required for policy to play out.
4. Reinstatement of staff.

Pondrum (1980) identified a number of recommendations for consideration when a college is in the process of retrenchment.

1. Eliminate one or more whole functions, if possible, instead of chiseling every activity to the point that quality and morale are sacrificed institution-wide.
2. Develop layoff procedures well in advance.
3. Make it possible for faculty to leave campus with pay, if they wish, during a period of notice prior to layoff.
4. Work out in detail the legal steps for affecting actual layoffs and clear the text of written notices and the general content of conferences with affected staff through a central office.
5. Have a procedure for assisting affected staff in relocating or assuming alternative activities ready to go when layoffs are announced.
6. Make sure that there is some procedure for ending the institution's layoff responsibility if the individual is no longer actively seeking reinstatement or has been offered a reasonably comparable alternate position. (p. 54)

Greenhalgh (1983) emphasized the importance of conducting a layoff in a singular action instead of several in succession.

The best way to conduct a layoff is to make all the cuts simultaneously, then give the remaining workers a no-layoff guarantee. This tactic reduces the severity and duration of the job insecurity crisis. The worst way to conduct a layoff is in waves. Continuity of employment becomes unpredictable, and employees become virtually paralyzed on the job waiting for the other shoe to fall. (p. 439)

### Conservatism and Across-the-Board Cuts

Although sufficient impetus and opportunity have existed for colleges to develop and implement effective managerial strategies for responding to decline, little evidence exists which supports such occurrences. Whetten (1981) noted the following perspective of organizational retrenchment in education:

There is an interesting paradox in the contemporary educational administration literature on the topic of organizational retrenchment. On the one hand, administrators are admonished to formulate innovative responses to declining enrollments. We read that the current crisis in education should be seized as an opportunity to examine traditional assumptions about the design and function of our educational institutions as well as conventional pedagogical maxims. On the other hand, authors reporting actual responses to retrenchment portray a very different picture. Instead of experimenting with novel alternatives, administrators are, as a rule, opting for piecemeal and conservative responses to retrenchment. (p. 80)

Further insight into the conservative responses of educators to conditions of decline was reported by Cameron (1983).

The tendency for administrators to respond to decline with conservative and efficiency orientations is illustrated by a study of 40 higher education institutions in the northeast United States . . . administrators in declining institutions tend to respond with conservatism and an efficiency emphasis significantly more than do administrators in growing organizations. Hedberg, Nystrom, and Starbuck (1976), Weick (1976), and others have suggested that characteristics such as innovation, fluidity, and adaptability to external environments are appropriate prescriptions for institutions facing conditions of decline. Unfortunately,

this study's results suggest that administrators in declining colleges and universities behave in ways opposite to these prescriptions. That is, they focus on internal resource allocation problems (budgeting and finance); they rely on past policies and practices (standardization); and they do not value organizational goals in the critical academic domain, which lies at the center of college and university output. Administrator behavior in these declining organizations may actually perpetuate the decline by eliminating the possibility of expanding resource bases. (pp. 365-367)

Although across-the-board cuts are favored by many educational administrators, they are not without serious drawbacks which tend to stifle innovation as noted by Levine (1984).

Administrators are likely to favor across-the-board cutbacks in existing services rather than a long-term reassessment of the organization's mission, because it is politically less volatile and, therefore, more likely to diffuse the emotionally charged atmosphere associated with retrenchment. The consequence of this process is that administrators in retrenching organizations often see little need to critically evaluate institutionalized practice and belief systems . . . and return to the safety of traditional values, with consequent skepticism of all innovation. (pp. 260-261)

Volkwein (1984) reported on the importance of deemphasizing programs of lesser importance and strengthening higher priority programs during retrenchment and how across-the-board cuts inhibit this process.

By phasing out a number of low priority programs, the university was able to reallocate resources to advance other programs. Evenhandedness in an atmosphere of reduction tends to conceal a steady erosion of quality and makes it very difficult for the campus to take advantage of opportunities to adapt. (pp. 394-395)

Moore (1985) reported that across-the-board cuts penalize the manager who has tried to operate the unit with an effective and efficient number of staff.

While across-the-board cuts may reduce immediate organizational conflict, they may also endanger the organization's effectiveness and survival. . . . Cuts across the board penalize the most efficient units because they are forced to make much tougher decisions. . . . During retrenchment, the perceptive manager wishes to avoid equal across-the-board cuts while also communicating that all must share to some degree the pains of retrenchment. Sharing the pain does not demand that all share equally. (p. 93)

When facing faculty retrenchment, Hample (1980) advised make selective program cuts rather than starving all programs. If possible, cut weak programs slightly more than absolutely necessary. (p. 105)

### CHAPTER III

#### ZAMMUTO, WHETTEN, AND CAMERON'S TYPOLOGY OF DECLINE

The administration of a community college can respond to a serious decline in student enrollment with a subsequent budget shortfall in a number of ways. The appropriate institutional response depends on the nature of the decline. There does not appear to be one strategy that adequately addresses the different types of environmental decline institutions face.

Raymond F. Zammuto, David A. Whetten, and Kim S. Cameron (1983) of the National Center for Higher Education Management Systems (NCHEMS) developed a typology of decline and institutional responses to enrollment decline and have applied it in a research study involving institutions of higher education. The typology matched specific managerial strategies to deal with particular conditions of environmental decline experienced by a college. The framework provided educational managers with criteria to identify different types of environmental decline and the strategies management should implement to enable the institution to successfully adapt. The typology was not based on the assumption that all successful

organizations implement these strategies in adapting to decline, but rather that the strategies identified were dominant responses that frequently appeared in organizations that had successfully adapted to conditions of decline.

The typology included the following four conditions of environmental decline with the respective managerial strategies recommended for implementation:

1. Erosion decline--minor realignment and domain offense strategies.
2. Dissolution decline--expansion and domain creation strategies.
3. Contraction decline--reconstruction and domain defense or consolidation strategies.
4. Collapse decline--experimentalism and domain substitution strategies.

#### Erosion Decline and Institutional Responses

When an institution is experiencing a decline in student enrollment identified as erosion there is a continuous and gradual decline occurring. According to Zammuto, Whetten, and Cameron (1983), the institution's awareness that an erosion decline is in process may be slow in coming (p. 102).

The typology identified minor realignment and domain offense strategies as the recommended institutional responses to erosion. Minor realignment dictates slight adjustments to the size and nature of the institution's work

force and/or programs. Zammuto et al. (1983) identified an example of a minor realignment strategy to combat erosion.

For example, some programs in the social sciences, in humanities, or in education could be consolidated or cut back and the resources redirected to professional programs, such as those in business, law, the health sciences, and applied physical sciences, where demand has been increasing. The effect of such an effort is to take advantage of existing organizational arrangements in the face of changing demand, and to preserve programs that may be in demand at a later point. (p. 102)

During erosion decline an institution is not likely to make radical changes in educational program offerings due to the uncertainty of whether the trend of enrollment will continue. Domain offense strategies are designed to be proactive and aggressive in nature with a purpose of expanding activities that the institution already performs, to broaden institutional appeal, and to create organizational slack (Cameron, 1983). Examples of domain offense strategies for a college include expanding current markets of student groups, using current resources to engage in extra nontraditional activities (e.g., management development, recertification programs), and active public relations programs (Cameron, 1983, p. 374).

#### Dissolution Decline and Institutional Responses

A dissolution decline in student enrollment is a gradual shift from one environmental niche to another.



Dissolution decline is exemplified by small liberal arts colleges experiencing a continuous decline in student enrollment in liberal arts subjects and expanding the curriculum offerings to include computer literacy, pre-med curriculum, and technical and vocational programs (Cameron & Zammuto, 1983, p. 370).

Expansion and domain creation strategies are identified in the typology as recommended institutional responses to a dissolution decline in student enrollment. Cameron (1983) identified examples of such strategies as

1. Completely new program offerings in high demand areas.
2. Acquiring subsidiaries.
3. Capital investment.
4. Public service ventures in previously unexplored areas. (p. 375)

#### Contraction Decline and Institutional Responses

Zammuto et al. (1983) defined contraction as a discontinuous type of decline where administrative awareness of enrollment decline is immediate and cannot be ignored. Due to the discontinuous nature of the decline, it is often unexpected (Cameron & Zammuto, 1983).

The typology suggested that an institution's response to a contraction decline should be the implementation of reconstruction and domain defense strategies. Reconstruction strategies are reactive in nature and designed to change or reconstruct the institution's staff and/or programs to such a degree that the institution is able to adapt to a

discontinuous and sudden decline in student enrollment. Cameron (1993) identified examples of a college's domain defense strategies as

1. Activating support groups such as alumni or boards of trustees.
2. Forming lobbying organizations.
3. Organizing consortia.
4. Acquiring increased operating autonomy from state legislatures.

These strategies are designed to generate support for the institutions among legitimizers so that they can help protect the institution from adverse effects of decline. The institution becomes buffered somewhat from the threats of the environment, and its legitimacy is increased. A major outcome of domain defense strategies is buying time for the institution to gather its resources and plan for domain offense strategies. (p. 374)

#### Collapse Decline and Institutional Responses

Zammuto et al. (1993) defined the experience of a college encountering a collapse decline.

Collapse refers to a dramatic, unanticipated decline in an institution's enrollments. An example is a rapid shift in the demand away from the programs that the institution offers. Most institutions do not survive the collapse of their niche. (p. 97)

Institutional responses to a collapse decline include experimentalism and domain substitution strategies. Experimentalism involves a willingness to substitute one domain for another. Zammuto et al. (1983) reported on domain substitution strategies for responding to the decline condition of collapse.

Appropriate strategies for conditions of collapse are difficult to specify, but they are generally oriented toward short-term survival. Short-term survival, however, appears to be largely a function of an institution's financial strength at the time of the collapse. Institutions that are not in robust financial health usually close. Institutions that have a store of resources are able to buy time allowing them to search for new domains. Merger with a stronger institution is one possibility, if the school facing collapse can stabilize its condition in the short-run. Private institutions . . . may attempt to become public institutions.

The range of strategies that work under the condition of collapse is largely institution-specific . . . Fortunately, the large majority of higher education institutions do not face this condition of enrollment decline. (p. 105)

#### Enrollment Decline in Two-Year Colleges

The research study of declining enrollments in higher education conducted by Zammuto et al. (1983) analyzed total enrollment and types of institutions for the years 1975-76 through 1978-79 based on information obtained from the Higher Education General Information Survey (HEGIS). For the purposes of the study, an institution was identified as having an enrollment decline if a decline of greater than 5% was experienced over the three-year period. From a total of 473 two-year institutions that were identified as having experienced an enrollment decline, 144 (30%) institutions experienced a gradual decline (enrollment decline averaging 11.74% amongst these schools over a three-year period) indicative of erosion decline. In

addition, 329 (70%) two-year institutions experienced a sawtoothed decline (enrollment decline averaging 17.64% amongst these schools over a three-year period), or a rapid decline (enrollment decline averaging 29.69% amongst these schools over a three-year period), with both experiences indicative of a contraction type of decline.

In summarizing Zammuto and others' (1983) study of the five types of higher education institutions (i.e., major doctoral, comprehensive, general baccalaureate, specialized, and two-year), it was concluded that the enrollment decline of the two-year institutions typified an example of contraction. Zammuto et al. (1983) reported on the strategies of two-year schools experiencing contraction.

Under conditions of contraction, administrative awareness of enrollment decline is immediate and clear. . . . two-year schools are willing to take relatively drastic measures to reconstruct their educational programs as they are affected by discontinuities in their supply of students. . . . Reconstruction generally involves strategies that allow the institution to expand and contract its operations to cope with discontinuous changes in the supply of students. For example, most two-year schools employ a greater proportion of part-time and limited contract faculty than do four-year schools. This enables them to adjust the size of the personnel component in different fields of study rapidly and to redirect resources into relatively high demand areas. Some two-year institutions have developed or increased their commitment to "life long learning" programs, which has the effect of increasing the supply of potential students. In the first case, the strategy is directed toward increasing institutional flexibility, which better enables the institution to cope with discontinuities in the supply of students and shifting programmatic interests. The second strategy is designed to increase the supply of potential students thereby buffering the institution from the full impact of contractions in supply. (pp. 103-104)

## CHAPTER IV SURVEY RESULTS

### Introduction

The purpose of this chapter is to present the results of the survey conducted for this study. The survey results reported herein include both a narrative summary of the information obtained from the case studies of the seven community colleges surveyed and tables identifying each community college with a particular factor in the study. The study focused on the following questions:

1. What types of FTE student enrollment decline were experienced by selected Florida community colleges during the period from 1981-82 to 1984-85?
2. What were the institutional responses to the enrollment decline of each selected Florida community college which experienced an FTE student enrollment decline of greater than 5% during the period from 1981-82 to 1984-85?
3. For the selected institutions, how do the types of decline in FTE student enrollment and the institutional responses to the decline compare with the types of decline and institutional responses identified in Zammuto, Whetten, and Cameron's typology?

4. What are the predicted adaptations of those community colleges responding to decline in congruence with the typology and those responding to decline not in congruence with the typology?

5. What are the early indicators to support or reject the predicted adaptations?

#### Survey Interviews

The survey interviews were conducted by telephone and included five interviews with each of the seven community colleges surveyed for a total of 35 interviews. The five interviewees from each community college surveyed were asked questions primarily associated with activities implemented in response to the FTE student enrollment decline from the following perspectives:

1. public relations/marketing,
2. instructional programs,
3. financial expenditures,
4. work force revisions, and
5. student recruitment and retention.

These five perspectives were selected due to their representation of a broad base of major functional areas with which institutional responses to decline are frequently associated.

Prior to conducting the interviews, each prospective interviewee was mailed a letter informing the interviewee

that he/she would receive a telephone call on a particular date and time for the purpose of participating in an interview focusing on the interviewee's reporting the activities implemented in response to the FTE student enrollment decline (see Appendix A). Following the receipt of the letter, each prospective interviewee was called by telephone and either participated in the interview or designated another community college staff member to be interviewed. Interviews were then conducted with all 35 representatives of the seven community colleges surveyed. (See Appendix B for the questionnaires used in the telephone survey.)

The community colleges chosen for surveying included those institutions which experienced a decline in FTE student enrollment of greater than 5% over the three-year period from 1981-82 to 1984-85. The seven community colleges experiencing such a decline are identified as Colleges A through G on Table 1.

#### Analysis of Data

Following the completion of the interviews, the data obtained were analyzed to determine the activities implemented by each community college in response to the FTE student enrollment decline. The institutional responses were then compared with the responses recommended by Zammuto and others' (1983) typology for that particular type of decline.

A prediction of adaptation to the decline was determined based on the community college's responses being in congruence or not in congruence with the typology's recommendations. Those community colleges which reported activities being implemented which were in accordance with those recommended by the typology were determined to be in congruence with the typology and were predicted to adapt successfully. Those community colleges which reported activities being implemented which were not in accordance with those recommended by the typology were determined to not be in congruence with the typology and were predicted to not adapt successfully.

#### College A

College A experienced a 22% decline in FTE student enrollment during the period from 1981-82 to 1984-85. During this period, College A's FTE student enrollment declined from 15,021.8 to 11,682.6.

#### Institutional Responses to Enrollment Decline

Public relations/marketing perspective. The College A interviewee, the president, reported the following public relations and/or marketing activities were implemented in response to the decline in FTE student enrollment:

1. study committees were appointed,
2. newspaper advertisements were used,
3. radio advertisements were used,



4. staff development was conducted in public relations skills,
5. personal contact was made with community members,
6. personal contact was made with public school staff and students, and
7. a slogan was developed and used in public communications.

The College A interviewee reported the management of these public relations and/or marketing activities was approached from the following principles or philosophical beliefs:

1. It is important to have maximum involvement of college staff.
2. It is important to communicate to the community that the college is a community asset.

Participating in the development of these public relations and/or marketing activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees,
5. students,
6. consultants, and
7. other (e.g., advisory committees).

Overall employee support of these public relations and/or marketing activities was reported as major.

The following objectives or desired outcomes of these activities were reported:

1. to improve the college's public image;
2. to educate district citizens about what the college had to offer;
3. to increase student enrollment; and
4. to conduct a survey to identify additional educational needs for the college to serve.

The College A interviewee reported, in December, 1985, the following early indicators of adaptation:

1. There were less unfavorable press and more positive newspaper articles.
2. There were improved college relationships with community leaders.
3. There was an increase in student enrollment.
4. Results obtained from a community survey were used to develop instructional programs.

Instructional programs perspective. The College A interviewee, the chief instructional officer, reported the following instructional program activities were implemented in response to the decline in FTE student enrollment:

1. elimination of a small number of vocational/ industrial and health related programs, and
2. revision of program/course offerings based on the development and implementation of a common course schedule for all campuses.

The College A interviewee reported the management of these activities was approached from the principle or philosophical belief that, in a time of declining resources, it is important to more efficiently coordinate instructional program and course offerings. Participating in the development of these activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. students, and
5. other, advisory committees.

Overall employee support of these instructional program activities was reported as moderate.

The following objectives or desired outcomes of these activities were reported:

1. to eliminate under-enrolled programs/courses, which would result in increased utilization of faculty; and
2. to promote more efficient coordination of course offerings.

The College A interviewee reported that any early indicators of adaptation were unknown at the time of the interview in December, 1985.

Financial expenditures perspective. The College A interviewee, the chief finance officer, reported financial expenditures were actually increased in the following areas, based on a priority realignment, in response to the decline in FTE student enrollment:

1. student financial aid,
2. fund raising,
3. public relations/advertising, and
4. registration.

The College A interviewee reported the management of these financial expenditures activities was approached from the principle or philosophical belief that it is important to involve all employees in addressing the problems related to student enrollment decline. Participating in the development of these financial expenditures activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees,
5. students,
6. consultants, and
7. other (e.g., advisory committees).

Overall employee support of these financial expenditures activities was described as major.

The following objectives or desired outcomes of these activities were reported:

1. to increase student enrollment, and
2. to increase student retention.

The College A interviewee reported, in December, 1985, as an early indicator of adaptation related to the financial expenditures activities, that student enrollment had increased.

Work force revision perspective. The College A interviewee, the chief personnel/human relations officer, reported the following revisions to the work force were implemented in response to the decline in FTE student enrollment:

1. reduced the number of employment positions by approximately 5%,
2. reassigned staff,
3. involuntarily terminated one staff member,
4. encouraged employee retirements, and
5. reduced the utilization of part-time instructors.

The College A interviewee reported the management of these work force revision activities was approached from the principle or philosophical belief that the college should have a "leaner" and more efficiently functioning staff organization. Participating in the development of these work force revision activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty, and
4. career employees.

Overall employee support of these work force revision activities was reported as moderate.

The following objectives or desired outcomes of these activities were reported:

1. to reduce personnel expenditures in order to have a budget that meets the needs of the college, and
2. to reduce the size of the organization's work force to serve a small student population.

The College A interviewee reported, in December, 1985, the following early indicators of adaptation:

1. personnel expenditures were reduced by approximately \$1.2 million, and
2. the size of the work force was reduced by approximately 47 full-time positions.

Student recruitment and retention perspective. The College A interviewee, the chief student services officer, reported the following recruitment and retention activities were implemented in response to the decline in FTE student enrollment:

1. Recruitment activities
  - a. appointed a task force;
  - b. conducted a community needs analysis;

- c. lengthened the number of days in registration period;
- d. increased registration related advertising in newspaper, radio, and television;
- e. distributed course schedules by direct mail;
- f. established a telephone information center;
- g. conducted an employee telethon, calling students and potential students for registration appointments; and
- h. developed and distributed a welcome information packet for students.

2. Retention activities

- a. provided inservice staff development to train employees to improve communication with students,
- b. hired a student success coordinator,
- c. implemented a new student academic monitoring system,
- d. implemented a student assessment and response system,
- e. improved campus signs,
- f. communicated to all employees by means of a presidential message the importance of student success, and
- g. implemented a student ambassador program.

The College A interviewee reported the management of these student recruitment and retention activities was approached from the principle or philosophical belief that all of these activities should be ethical and for the proper reason, which is to match student needs and interests with institutional resources and programs. Participating in the development of these student recruitment and retention activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees, and
5. consultants.

Overall employee support of these activities was reported as major.

The following objectives or desired outcomes of these student recruitment and retention activities were reported:

1. Recruitment--to increase student enrollment by providing fair and accurate information about the college to all potential students.
2. Retention--to retain students to the point at which they attain their educational goals.

The College A interviewee reported, in December, 1985, the following early indicators of adaptation:

1. Credit student enrollment had increased 4%.



2. There was heightened awareness of the importance of student success.
3. There was a noticeable increase in staff morale related to having conducted these activities.

#### Application of Typology

College A's FTE student enrollment decline of 22% over the three-year period from 1981-82 to 1984-85 is indicative of a contraction type of decline, in accordance with Zammuto, Whetten, and Cameron's typology. The typology identified reconstruction and domain defense strategies as the recommended organization responses for an institution experiencing a contraction decline. College A's response to its contraction decline included both reconstruction and domain defense activities, as well as a number of other previously identified activities. College A implemented a reconstruction of its staff through reducing the number of employment positions, reassigning staff, involuntarily terminating staff, encouraging employee retirements, and reducing the utilization of part-time instructors. In addition, College A implemented other reconstruction and domain defense activities through eliminating certain programs and services and conducting activities designed to build community support.

College A appears to have responded to its contraction decline in congruence with the typology's recommended

responses. College A is predicted to successfully adapt to the decline, in accordance with the typology.

#### Early Indicators of Adaptation

College A interviewees reported a number of early indicators of adaptation, which were based on the perceived accomplishment of certain objectives or desired outcomes of the activities implemented in response to the FTE student enrollment decline, including the following:

1. FTE student enrollment decline had stopped, with a slight increase reported in 1985-86.
2. Public image had been improved via improved relationships with community leaders and a decreased number of negative newspaper articles, with an increased number of positive newspaper articles.
3. Community survey results were being used in revising and/or developing programs.
4. The size of the college's work force had been reduced.
5. Personnel expenditures had been reduced.

#### Summary

College A's 22% decline in FTE student enrollment was indicative of a contraction type of decline. The college's responses to the enrollment decline included both reconstruction and domain defense activities which are in

congruence with the typology. The prediction of College A to adapt successfully is supported by a number of early indicators of adaptation, including an increased FTE student enrollment, improved public image, and a reduction of personnel expenditures.

### College B

College B experienced a 15% decline in FTE student enrollment during the period from 1981-82 to 1984-85. During this period, College B's FTE student enrollment declined from 8,252.8 to 7,049.0.

### Institutional Responses to Enrollment Decline

Public relations/marketing perspective. The College B interviewee, the president's designee, reported the following public relations and/or marketing activities were implemented in response to the decline in FTE student enrollment:

1. television advertisements;
2. radio advertisements;
3. other advertisements, including signs, brochures, and pamphlets; and
4. direct mail of registration information.

The College B interviewee reported the management of these public relations and/or marketing activities was approached from the principle or philosophical belief that it was important to improve information and communication to potential student markets. Participating in the development of these activities were the following groups or individuals:

1. administrators,
2. faculty,
3. career employees, and
4. students.

Overall employee support of these activities was described as major.

The following objectives or desired outcomes of these activities were reported:

1. to create greater community awareness of how the college could address the community's educational needs,
2. to reduce the rate of FTE student enrollment decline, and
3. to increase the enrollment of black students.

The College B interviewee reported, in December, 1985, the following early indicators of adaptation:

1. Community awareness is believed to have increased, as indicated by the student enrollment activity.
2. The rate of FTE student enrollment decline had decreased.
3. The number of black student enrollments had increased.

Instructional programs perspective. The College B interviewee was the chief instructional officer. The

interviewee reported no instructional program activities were implemented in response to the decline in FTE student enrollment.

Financial expenditures perspective. The College B interviewee, the chief finance officer, reported financial expenditures were actually increased in the following areas, based on a priority realignment, in response to the decline in FTE student enrollment:

1. academic programs that were growing, showed potential for growth, or new programs;
2. instructional equipment;
3. financial aid expenditures; and
4. marketing efforts, including the hiring of a director of student recruitment.

The College B interviewee reported the management of these activities was approached from the principle or philosophical belief that it is important to have the involvement of both the school and the community. Participating in the development of these activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees,
5. students,

6. consultants, and
7. others, including advisory committees and the chamber of commerce.

Overall employee support of these activities was described as moderate.

The following objectives or desired outcomes of these activities were reported:

1. to have a positive effect on student enrollment, and
2. to be more responsive to community needs.

The College B interviewee reported, in December, 1985, the following early indicators of adaptation:

1. Student headcount enrollment had increased.
2. FTE student enrollment had increased slightly.
3. There was a slight initial improvement in being responsive to community needs.

Work force revision perspective. The College B interviewee, the chief personnel/human resources officer, reported the following work force revision activities were implemented in response to the decline in FTE student enrollment:

1. The utilization of part-time instructors was reduced.
2. The number of department heads was reduced by 3 out of a total of 29.

3. A small number of full-time positions were eliminated after the retirement of the incumbents.

The College B interviewee reported the management of these activities was approached from the principle or philosophical belief that input and involvement are important.

Participating in the development of these activities were the following groups or individuals:

1. board of trustees,
2. administrators, and
3. faculty.

Overall employee support of these activities was described as moderate.

The following objectives or desired outcomes of these activities were reported:

1. to reduce personnel expenditures, and
2. to reduce the number of administrative personnel.

The College B interviewee reported, in December, 1985, the following early indicators of adaptation:

1. There had been a reduction of personnel expenditures.
2. A number of administrative positions had been eliminated.

Student recruitment and retention perspective. The College B interviewee, the chief student services officer,

reported a student recruitment/outreach employee had been hired as a student recruitment activity implemented in response to the decline in FTE student enrollment. The College B interviewee reported the management of this activity was approached from the principle or philosophical belief that if an increase in expenditures was to take place, then it should have been in this area. Participating in the development of this activity were the following groups or individuals:

1. board of trustees,
2. administrators, and
3. consultants.

Overall employee support of this activity was described as moderate.

The reported objective or desired outcome of this activity was to increase student enrollment. The College B interviewee reported, in December, 1985, as an early indicator of adaptation, that there had been some improvement in student enrollment.

#### Application of Typology

College B's FTE student enrollment decline of 15% over the three-year period from 1981-82 to 1984-85 was indicative of a contraction type of decline, in accordance with Zammuto, Whetten, and Cameron's typology. The typology identified reconstruction and domain defense strategies as



the recommended organizational responses for an institution experiencing a contraction decline. College B responded to the decline with a slight reconstruction of staff, but no reconstruction of instructional programs. College B interviewees did not report any domain defense activities being implemented in response to the FTE student enrollment decline.

College B's responses to the contraction decline in FTE student enrollment do not appear to be in congruence with the responses recommended by the typology. College B is predicted to not successfully provide adaptation to the decline.

#### Early Indicators of Adaptation

College B interviewees reported a number of early indicators of adaptation, which were based on the perceived accomplishment of certain objectives or desired outcomes of the activities implemented in response to the FTE student enrollment decline, including the following:

1. Community awareness of the college had increased.
2. FTE student enrollment had increased.
3. Black student enrollment had increased.
4. Student headcount enrollment had increased.
5. The college was beginning to be more responsive to community needs.
6. Personnel expenditures had decreased.
7. The number of administrative positions had decreased.

### Summary

College B's 15% decline in FTE student enrollment was indicative of a contraction type of decline. The college's responses to the enrollment decline included a slight reconstruction of staff, but did not include any reconstruction of instructional programs or any domain defense activities. The college's responses were not determined to be in congruence with the typology. The prediction of College B to not adapt successfully is rejected by the number of early indicators of adaptation, including an increased FTE student enrollment, an increased community awareness of the college, and a reduction of personnel expenditures.

### College C

College C experienced an 8% decline in FTE student enrollment during the period from 1981-82 to 1984-85. During this period, College C's FTE student enrollment declined from 25,835.0 to 23,682.0.

### Institutional Responses to Enrollment Decline

Public relations/marketing perspective. The College C interviewee, the president's designee, reported the following public relations and/or marketing activities were implemented in response to the decline in FTE student enrollment:

1. established a public relations department;

2. marketed specifically targeted population groups, including minority and low income potential students; and
3. developed and distributed promotional materials.

The College C interviewee reported that the management of these public relations and/or marketing activities was approached from the principle or philosophical belief that everybody needs to be involved in communicating that the college provides accessible, low cost, quality instruction. Participating in the development of these public relations and/or marketing activities were the following groups or individuals:

1. administrators,
2. faculty,
3. career employees,
4. students,
5. consultants, and
6. other (e.g., citizen groups).

Overall employee support of these public relations and/or marketing activities was reported as major.

The reported objective or desired outcome of these activities was to increase the number of students in the targeted population groups. The College C interviewee reported, in December, 1985, that the decline in FTE student enrollment had stopped. However, the interviewee

reported that he did not know at the time of the interview whether the college had experienced an increase in the number of students in the targeted population groups.

Instructional programs perspective. The College C interviewee was the chief instructional officer's designee. The interviewee reported no instructional program activities were implemented in response to the decline in FTE student enrollment.

Financial expenditures perspective. The College C interviewee, the chief finance officer's designee, reported financial expenditures were actually increased in the following areas, based on a priority realignment in response to the decline in FTE student enrollment:

1. student financial aid,
2. fund raising, and
3. student recruitment.

The College C interviewee reported the management of these financial expenditure activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees,
5. students, and
6. consultants.

Overall employee support of these activities was described as major.

The following objectives or desired outcomes of these activities were reported:

1. to have a more balanced enrollment by increasing the number of better students,
2. to increase funding for students, and
3. to increase funding for programs.

The College C interviewee reported, in December, 1985, the following early indicators of adaptation:

1. The balance of students had improved somewhat.
2. Funding for students had increased substantially.
3. Funding for programs had increased substantially.

Work force revision perspective. The College C interviewee, the chief personnel/human resources officer, reported the following revision to the work force was implemented in response to the decline in FTE student enrollment: A number of faculty were provided a professional development leave of absence for retraining into high priority areas. The College C interviewee reported the management of this work force revision activity was approached from the principle or philosophical belief that it is important to avoid a reduction-in-force. Participating in the development of this work force revision activity were the following groups or individuals:

1. administrators, and
2. faculty.

Overall employee support of this work force revision activity was reported as moderate.

The following objectives or desired outcomes of this activity were reported:

1. to retain faculty by avoiding a reduction-in-force, and
2. to maximize utilization of staff.

The College C interviewee reported, in December, 1985, the following early indicators of adaptation:

1. Faculty were retained, as reduction-in-force did not occur.
2. The college is beginning to have better utilization of staff, as approximately 50% of the faculty participating in retraining are now teaching in a new discipline.

Student recruitment and retention perspective. The College C interviewee, the chief student services officer's designee, reported the college offered special scholarships to high quality (top 10% of senior class) graduating seniors from local high schools. This student recruitment activity was implemented in response to the decline in FTE student enrollment. The College C interviewee reported the management of this student recruitment activity was approached from the principle or philosophical belief that it is important to attract high quality students to

the college in order to keep a balance of students and to keep high quality students in the local community.

Participating in the development of this student recruitment activity were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty, and
4. students.

Overall employee support of this student recruitment activity was reported as major.

The reported objective or desired outcome of this activity was to attract an increased number of high quality students. The College C interviewee reported, in December, 1985, the number of high quality students attending the college had increased, as an early indicator of adaptation.

#### Application of Typology

College C's FTE student enrollment decline of 8% over the three-year period from 1981-82 to 1984-85 is indicative of an erosion type of decline in accordance with Zammuto, Whetten, and Cameron's typology. The typology identified minor realignment and domain offense strategies as the recommended organizational responses for an institution experiencing an erosion decline. The activities implemented in response to the decline at College C included the minor realignment of staff. In addition, College C conducted

domain offense activities such as expanding current markets of student groups, engaging in professional development for retraining of faculty, and increasing public relations activities. College C appears to have responded to its erosion decline in congruence with the typology's recommended responses and is predicted to successfully adapt to the decline, in accordance with the typology.

#### Early Indicators of Adaptation

The College C interviewees reported, in December, 1985, a number of early indicators of adaptation, which were based on the perceived accomplishment of certain objectives or desired outcomes of the activities implemented in response to the FTE student enrollment decline. These early indicators of adaptation included the following:

1. FTE student enrollment decline had stopped, with a reported increase in the number of high quality students.
2. A more balanced enrollment had been achieved through an increase in the number of high quality students.
3. Funding for students had increased substantially.
4. Funding for programs had increased substantially.
5. Faculty were retained, as reduction-in-force did not occur.
6. Utilization of faculty had increased.



### Summary

The 8% decline in FTE student enrollment reported for College C was indicative of an erosion type of decline. The college's responses to the enrollment decline included both minor realignment and domain offense activities which are in congruence with the typology. The prediction of College C to adapt successfully is supported by a number of early indicators of adaptation, including a ceased decline in FTE student enrollment, a substantially increased funding for students and programs, and an increased utilization of faculty.

### College D

College D experienced an 8% decline in FTE student enrollment during the period from 1981-82 to 1984-85. During this period, College D's FTE student enrollment declined from 2,578.1 to 2,366.2.

### Institutional Responses to Enrollment Decline

Public relations/marketing perspective. The College D interviewee, the president's designee, reported as a public relations and/or marketing activity implemented in response to the decline in FTE student enrollment, that a study committee was established to review issues related to the college's relations with current and prospective students. The College D interviewee reported the management of this public relations and/or marketing activity was approached

from the principle or philosophical belief that the College should not panic and lower quality, but should maintain quality over the long term. Participating in the development of this activity were the following groups or individuals:

1. administrators,
2. faculty,
3. career employees, and
4. students.

Overall employee support of this public relations and/or marketing activity was described as major.

The reported objectives or desired outcomes of this activity included:

1. to increase student enrollment, and
2. to increase student retention.

The College D interviewee reported, in December, 1985, the FTE student enrollment had stabilized, as an early indicator of adaptation.

Instructional programs perspective. The College D interviewee was the chief instructional officer. The interviewee reported no instructional program activities were implemented in response to the decline in FTE student enrollment.

Financial expenditures perspective. The College D interviewee, the chief finance officer, reported financial

expenditures were actually increased in the following areas, based on a priority realignment, in response to the decline in FTE student enrollment:

1. An additional counselor was hired.
2. A staff member was reassigned to work with students.

The College D interviewee reported the management of these financial expenditures activities was approached from the principle or philosophical belief that the decline in student enrollment was everybody's problem. Participating in the development of these activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees,
5. students, and
6. public school personnel.

Overall employee support of these financial expenditures activities was described as major.

The following objectives or desired outcomes of these activities were reported:

1. to increase student enrollment in general, and
2. to increase student enrollment and retention in the minority population.

The College D interviewee reported, in December, 1985, as an early indicator of adaptation, that the decline in

FTE student enrollment was not as severe as in the recent past. However, the interviewee reported that the status of student enrollment and retention in the minority area was not possible to measure at the time of the interview.

Work force revision perspective. The College D interviewee, the chief personnel/human resources officer, reported the following work force revision activities were implemented in response to the decline in FTE student enrollment:

1. encouraged retirements,
2. eliminated employment positions,
3. increased utilization of full-time faculty,
4. decreased utilization of part-time faculty,
5. reduced contract lengths of some faculty, and
6. did not replace employees on a leave of absence.

The College D interviewee reported the management of these activities was approached from the principle or philosophical belief that it is important to maintain quality education. Participating in the development of these work force revision activities were the following groups or individuals:

1. administrators, and
2. faculty.

Overall employee support of these activities was reported as moderate.

The following objectives or desired outcomes of these activities were reported:

1. to decrease personnel expenditures;
2. to increase utilization of full-time staff; and
3. to refrain from terminating full-time faculty, as long as possible.

The College D interviewee reported, in December, 1985, as an early indicator of adaptation, the following:

1. Personnel expenditures had been decreased.
2. Full-time staff had been more fully utilized.
3. No full-time faculty had been terminated.

Student recruitment and retention perspective. The College D interviewee, the chief student services officer, reported the following student recruitment and retention activities were implemented in response to the decline in FTE student enrollment:

1. appointed a task force to review issues on student retention,
2. conducted staff development activities emphasizing public relations skills,
3. set up information booths in local shopping malls,
4. had staff visit local high schools, and
5. had staff send information letters to former students.

The College D interviewee reported the management of these activities was approached from the following principles or philosophical beliefs:

1. The decline in student enrollment was everybody's problem.
2. It is important to maintain quality.

Participating in the development of these activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees,
5. students, and
6. public school personnel.

Overall employee support of these activities was reported as major.

The following objectives or desired outcomes of these activities were reported:

1. to reduce the student enrollment decline,
2. to increase student retention, and
3. to inform the public about the college's ability to meet community needs.

The College D interviewee reported, in December, 1985, the following early indicators of adaptation:

1. The decline in FTE student enrollment was not as severe as it had been in the recent past.
2. The number of student applications was up this fall over last fall.

### Application of the Typology

College D's FTE student enrollment decline of 8% over the three-year period from 1981-82 to 1984-85 is indicative of an erosion type of decline, in accordance with Zammuto, Whetten, and Cameron's typology. The typology identified minor realignment and domain offense strategies as the recommended organizational responses for an institution experiencing an erosion decline. The activities implemented in response to the enrollment decline at College D included the minor realignment of both staff and programs. In addition, College D conducted domain offense activities such as expanding current markets of student groups and engaging in professional development activities. College D appears to have responded to its erosion decline in congruence with the typology's recommended responses and is predicted to successfully adapt to the decline, in accordance with the typology.

### Early Indicators of Adaptation

The College D interviewee reported, in December, 1985, a number of early indicators of adaptation, which were based on the perceived accomplishment of certain objectives or desired outcomes of the activities implemented in response to the FTE student enrollment decline. These early indicators of adaptation included the following:

1. FTE student enrollment had stabilized,
2. personnel expenditures had decreased,

3. utilization of full-time staff had increased,  
and
4. no full-time staff were terminated.

### Summary

College D's 8% decline in FTE student enrollment was indicative of an erosion type of decline. The college's responses to the enrollment decline included both minor realignment and domain offense activities which are in congruence with the typology. The prediction of College D to adapt successfully is supported by a number of early indicators of adaptation, including a stabilized FTE student enrollment, an increased utilization of full-time staff, and a reduction of personnel expenditures.

### College E

College E experienced an 8% decline in FTE student enrollment during the period from 1981-82 to 1984-85. During this period, College E's FTE student enrollment declined from 5,313.4 to 4,917.6.

### Institutional Responses to Enrollment Decline

Public relations/marketing perspective. The College E interviewee was the president's designee. The interviewee reported no public relations and/or marketing activities were implemented in response to the decline in FTE student enrollment.

Instructional programs perspective. The College E interviewee, the chief instructional officer, reported the



following instructional program activities were implemented in response to the decline in FTE student enrollment:

1. established a formal program review process,
2. eliminated two instructional programs, and
3. placed three instructional programs on probation.

The interviewee reported the management of these instructional program activities was approached from the following principles or philosophical beliefs.

1. The fiscal responsibility of the college necessitates a thorough review of the instructional program.
2. The college's instructional programs should be responsive to community needs.

Participating in the development of these instructional program activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty, and
4. consultant.

Overall employee support of these activities was described as major.

The following objectives or desired outcomes of these activities were reported:

1. to determine the reason for a program's decline;

2. to have academic programs that are responsive to student and community needs, interests, and demands;
3. to increase student enrollment; and
4. to allocate resources to priority and growing programs.

The College E interviewee reported, in December, 1985, the following early indicators of adaptation:

1. Student enrollment had increased slightly.
2. Fiscal resources were being allocated to priority areas.

Financial expenditures perspective. The College E interviewee, the chief finance officer's designee, reported financial expenditures were actually increased in advertising expenses for registration announcements, based on a priority realignment, in response to the decline in FTE student enrollment. The interviewee reported the management of this financial expenditure activity was approached from the principle or philosophical belief that student enrollment in certain areas could be increased if the community were made aware of the college's programs and registration. Participating in the development of this financial expenditure activity were the following groups or individuals:

1. administrators,
2. career employees, and
3. students.

Overall employee support of this activity was described as major.

The reported objective or desired outcome of this activity was to reach new student markets in order to increase student enrollment. The College E interviewee reported, in December, 1985, the college had experienced an increase in FTE student enrollment, as an early indicator of adaptation.

Work force revision perspective. The College E interviewee, the chief personnel/human resources officer, reported the following revisions to the work force in response to the decline in FTE student enrollment:

1. eliminated four vacant full-time faculty positions,
2. decreased utilization of part-time instructors, and
3. refrained from providing a salary raise to approximately 35 to 40% of the employees.

The College E interviewee reported the management of these work force revision activities was approached from the following principles or philosophical beliefs:

1. It is important to avoid involuntary termination of employees, if at all possible.
2. Cuts should be spread equally and across the board.

Participating in the development of these work force revision activities were the following groups or individuals:

1. administrators, and
2. faculty.

Overall employee support of these activities was reported as moderate.

The reported objective or desired outcome of these activities was to decrease personnel expenditures in light of overall budget cuts. The College E interviewee reported, in December, 1985, the college had experienced a reduction in personnel expenditures, as an early indicator of adaptation.

Student recruitment and retention perspective. The College E interviewee was the chief student services officer. The interviewee reported no student recruitment and retention activities were implemented in response to the decline in FTE student enrollment.

#### Application of Typology

College E's FTE student enrollment decline of 8% over the three-year period from 1981-82 to 1984-85 was indicative of an erosion type of decline, in accordance with Zammuto, Whetten, and Cameron's typology. The typology identified minor realignment and domain offense strategies as the recommended organizational responses for an institution experiencing an erosion decline. The activities implemented

in response to the enrollment decline at College E included the minor realignment of both staff and programs. In addition, College E conducted domain offense activities such as expanding current markets of student groups and increasing advertisement of registration periods. College E appears to have responded to its erosion decline in congruence with the typology's recommended responses and is predicted to successfully adapt to the decline in accordance with the typology.

#### Early Indicators of Adaptation

College E interviewees reported, in December, 1985, a number of early indicators of adaptation, which were based on the perceived accomplishment of certain objectives or desired outcomes of the activities implemented in response to the FTE student enrollment decline. These early indicators of adaptation included:

1. FTE student enrollment had increased.
2. Fiscal resources had been allocated to priority areas.
3. Personnel expenditures were reduced.

#### Summary

The 8% decline in FTE student enrollment reported for College E was indicative of an erosion type of decline. The college's responses to the enrollment decline included both minor realignment and domain offense activities which

are in congruence with the typology. The prediction of College E to adapt successfully is supported by a number of early indicators of adaptation, including an increased FTE student enrollment, a prioritized reallocation of fiscal resources, and a reduction of personnel expenditures.

#### College F

College F experienced a 7% decline in FTE student enrollment during the period from 1981-82 to 1984-85. During this period, College F's FTE student enrollment declined from 803.0 to 753.0.

#### Institutional Responses to Decline

Public relations/marketing perspective. The College F interviewee, the president's designee, reported the following public relations and/or marketing activities were implemented in response to the decline in FTE student enrollment:

1. newspaper advertisements;
2. television advertisements;
3. radio advertisements;
4. other advertisements, including signs, brochures, posters, pamphlets, and buttons;
5. staff development activities;
6. personal contact with community members;
7. direct mail; and
8. marketing with specifically targeted population groups.

The College F interviewee reported the management of these public relations and/or marketing activities was approached from the principle or philosophical belief that it was important to have total involvement of the college community. Participating in the development of these instructional program activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. career employees, and
4. citizens.

Overall employee support of these activities was described as major.

The following objectives or desired outcomes of these activities were reported:

1. to increase overall student enrollment; and
2. to increase senior citizen, handicapped, and minority student enrollment.

The College F interviewee reported, in December, 1985, as an early indicator of adaptation, that student enrollment was up, but the FTE student enrollment was still down.

Instructional programs perspective. The College F interviewee was the chief instructional officer's designee. The interviewee reported that no instructional program activities were implemented in response to the decline in FTE student enrollment.

Financial expenditures perspective. The College F interviewee, the chief finance officer's designee, reported financial expenditures were actually increased in the following areas, based on a priority realignment, in response to the decline in FTE student enrollment:

1. public relations and promotions, and
2. computer instructional program area.

The College F interviewee reported the management of these financial expenditures activities was not approached from a particular principle or philosophical belief. Participating in the development of these financial expenditures activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees, and
5. students.

Overall employee support for these activities was described as major.

The objective or desired outcome of these activities was to increase student enrollment. The College F interviewee reported, in December, 1985, as an early indicator of adaptation, that the degree of decline in student enrollment had been decreased and that enrollment in the computer area had increased.



Work force revision perspective. The College F interviewee was the chief personnel/human resources officer. The interviewee reported that no revisions to the work force were implemented in response to the decline in FTE student enrollment.

Student recruitment and retention perspective. The College F interviewee, the chief student services officer's designee, reported the following student recruitment and retention activities were implemented in response to the decline in FTE student enrollment:

1. increased advertising,
2. distribution of course schedules by direct mail,  
and
3. visitation by college staff to the local high schools.

The College F interviewee reported the management of these student recruitment and retention activities was not approached from a particular principle or philosophical belief. Participating in the development of these activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees,
5. students, and
6. consultants.

Overall employee support of these activities was reported as moderate.

The following objectives or desired outcomes of these activities were reported:

1. to increase overall student enrollment, and
2. to increase student enrollment in the college credit area.

The College F interviewee reported, in December, 1985, as an early indicator of adaptation, that FTE student enrollment had stabilized.

#### Application of Typology

College F's FTE student enrollment decline of 7% over the three-year period from 1981-82 to 1984-85 was indicative of an erosion type of decline in accordance with Zammuto, Whetten, and Cameron's typology. The typology identified minor realignment and domain offense strategies as the recommended organizational responses for an institution experiencing an erosion decline. The activities implemented in response to the decline at College F included domain offense activities, such as expanding current markets of student groups, providing staff development activities for employees, and significantly increasing public relations activity. However, the college did not report any minor realignment of staff or programs.

College F's response to the erosion decline appears to not be in congruence with the typology's recommended

responses and is predicted to not successfully adapt to the decline in accordance with the typology. The absence of any minor realignment of staff or programs is the basis for determining College F to not be in congruence with the typology.

#### Early Indicators of Adaptation

College F interviewees reported in December, 1985, two early indicators of adaptation, which were based on the perceived accomplishment of certain objectives or desired outcomes of the activities implemented in response to the decline in FTE student enrollment. The early indicators of adaptation at College F included the following:

1. Student enrollment was up, but FTE student enrollment was still down.
2. Student enrollment in the computer area was up.

#### Summary

College F's 7% decline in FTE student enrollment was indicative of an erosion type of decline. The college's responses to the enrollment decline included some domain offense activities, but did not include any minor realignment of either staff or programs. The college's responses were not determined to be in congruence with the typology. The prediction of College F to not adapt successfully is supported by the small number of early indicators of adaptation and the continued decline in FTE student enrollment.

College G

College G experienced a 7% decline in FTE student enrollment during the period from 1981-82 to 1984-85. During this period, College G's FTE student enrollment declined from 1,599.3 to 1,495.0.

Institutional Responses to Enrollment Decline

Public relations/marketing perspective. The College G interviewee, the president's designee, reported the following public relations and/or marketing activities were implemented in response to the decline in FTE student enrollment:

1. increased media advertising, and
2. placed the course schedule in the newspaper.

The College G interviewee reported the management of these public relations and/or marketing activities was approached from the principle or philosophical belief that increased public communication efforts would improve the college's image in the community. Participating in the development of these activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees,
5. students, and
6. other (e.g., vocational advisory council).

Overall employee support of these public relations and/or marketing activities was reported as major.

The following objectives or desired outcomes of these activities were reported:

1. to increase public awareness of the college, and
2. to increase student enrollment.

The College G interviewee reported, in December, 1985, the following early indicators of adaptation:

1. perception that community members were more aware of the college, and
2. student FTE enrollment was up slightly.

Instructional programs perspective. The College G interviewee, the chief instructional officer's designee, reported the following instructional program activities were implemented in response to the decline in FTE student enrollment:

1. certain instructional programs were eliminated, and
2. certain new programs were added.

The College G interviewee reported the management of these instructional program activities was approached from the principle or philosophical belief that a school should periodically review its programs for determining the degree to which the needs of the community are being met.

Participating in the development of these activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees,
5. students, and
6. other (e.g., advisory committees).

Overall employee support of these instructional program activities was reported as moderate.

The following objectives or desired outcomes of these activities were reported:

1. to update the curriculum to be more responsive to student and community needs, and
2. to manage curriculum programs more efficiently.

The College G interviewee reported, in December, 1985, as an early indicator of adaptation that the consolidated/new programs were viable.

Financial expenditures perspective. The College G interviewee, the chief finance officer's designee, reported financial expenditures were actually increased in the following areas, based on a priority realignment, in response to the decline in FTE student enrollment:

1. media advertising, and
2. instructional computer equipment.

The College G interviewee reported the management of the financial expenditure activities on media advertising was

approached from the principle or philosophical belief that increased public communication efforts would improve the college's image in the community. Participating in the development of these financial expenditure activities on media advertising were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees,
5. students, and
6. other (e.g., vocational advisory council).

Overall employee support of these financial expenditures activities on media advertising was reported as major.

The following objectives or desired outcomes of these activities were reported:

1. to increase public awareness of the college, and
2. to increase student enrollment.

The College G interviewee reported, in December, 1985, the following indicators of adaptation:

1. perception that community members were more aware of the college, and
2. student FTE enrollment was up slightly.

The College G interviewee reported the management of the financial expenditure activities on instructional computer equipment was approached from the principle or philosophical

belief that a school should periodically review its programs for determining the degree to which the needs of the community are being met. Participating in the development of these financial expenditure activities on instructional computer equipment were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees,
5. students, and
6. other (e.g., advisory committees).

Overall employee support of these financial expenditure activities on instructional computer equipment was reported as moderate.

The following objectives or desired outcomes of these activities were reported:

1. to update the curriculum to be more responsive to student and community needs, and
2. to manage curriculum programs more efficiently.

The College G interviewee reported, in December, 1985, as an early indicator of adaptation that the consolidated/new programs were viable.

Work force revision perspective. The College G interviewee was the chief personnel/human resources



officer's designee. The interviewee reported no work force revision activities were implemented in response to the decline in FTE student enrollment.

Student recruitment and retention perspective. The College G interviewee, the chief student services officer's designee, reported the following recruitment and retention activities were implemented in response to the decline in FTE student enrollment:

1. increased communication with high schools,
2. involved career employees in distributing course schedules to community members,
3. awarded an increased number of scholarships to top academic level high school seniors and minority high school seniors, and
4. increased activity in bringing attention to the early admission and dual enrollment programs.

The College G interviewee reported the management of these activities was approached from the principle or philosophical belief that increased communication will positively affect public image and increase student enrollment. Participating in the development of these student recruitment and retention activities were the following groups or individuals:

1. board of trustees,
2. administrators,
3. faculty,
4. career employees, and
5. students.

Overall employee support of these activities was reported as major.

The following objectives or desired outcomes of these student recruitment and retention activities were reported:

1. to increase student enrollment, and
2. to attract higher quality students.

The College G interviewee reported, in December, 1985, the following early indicators of adaptation:

1. Student enrollment was up slightly.
2. The number of high quality students (top 10% of senior class) increased by 25%.

#### Application of Typology

College G's FTE student enrollment decline of 7% over the three-year period from 1981-82 to 1984-85 was indicative of an erosion type of decline, in accordance with Zammuto, Whetten, and Cameron's typology. The typology identified minor realignment and domain offense strategies as the recommended organizational responses for an institution experiencing an erosion decline. The activities implemented in response to the decline at College G included domain offense activities such as expanding current markets of student groups and increasing public relations activity. In addition, College G interviewees reported the minor realignment of instructional

programs. College G appears to have responded to its erosion decline in congruence with the typology's recommended responses and is predicted to successfully adapt to the decline, in accordance with the typology.

#### Early Indicators of Adaptation

College G interviewees reported a number of early indicators of adaptation, which were based on the perceived accomplishment of certain objectives or desired outcomes of the activities implemented in response to the FTE student enrollment decline. These early indicators of adaptation included the following:

1. A perception that community members were more aware of the college.
2. FTE student enrollment was up slightly.
3. Consolidated and new instructional programs were proving to be viable.
4. The college had experienced a 25% increase in the number of high quality students (top 10% of high school class).

#### Summary

College G's 7% decline in FTE student enrollment was indicative of an erosion type of decline. The college's responses to the decline included both minor realignment and domain offense activities which are in congruence with the typology. The prediction of College G to adapt successfully is supported by a number of early indicators

of adaptation, including an increased FTE student enrollment, an increased number of high quality students, and an increased community awareness of the college.

### Summary of Survey Results

The results obtained from the 35 interviews conducted with representatives of the seven community colleges surveyed reflect a variety of institutional responses to declining enrollments. Tables 2 through 6 provide a tabular report of the activities implemented by each of the seven community colleges in response to the decline in FTE student enrollment.

Table 2 contains the public relations and/or marketing activities which were implemented by each community college in response to the decline in FTE student enrollment. Six of the seven community colleges surveyed reported the implementation of public relations and/or marketing activities.

The instructional program activities implemented by each community college in response to the decline in FTE student enrollment are identified in Table 3. Implementation of instructional program activities was conducted by fewer institutions than any other activity, as only three of the seven community colleges surveyed reported such activities.

Table 4 identifies the areas receiving increased financial expenditures at each community college in

Table 2

Public Relations and/or Marketing Activities Implemented in Response to the Decline in FTE Student Enrollment

Activity	College						
	A	B	C	D	E	F	G
Appointed study committees	+			+			
Used newspaper advertisements	+					+	+
Used television advertisements		+				+	
Used radio advertisements	+	+				+	
Used other advertisements (signs, brochures, pamphlets)		+	+			+	
Conducted related staff development activity	+					+	
Had personal contact with community members	+					+	
Developed a slogan	+						
Used direct mail		+				+	
Established a public relations department			+				
Marketed specifically targeted population groups			+			+	
Developed and distributed promotional materials			+				

Note: Data obtained from an interview with each college's president or designee.

Table 3

Instructional Program Activities Implemented in Response to the  
Decline in FTE Student Enrollment

Activity	College						
	A	B	C	D	E	F	G
Eliminated certain instructional programs	+				+		+
Revised certain instructional programs	+						
Added certain instructional programs							+
Placed certain instructional programs on probation					+		
Established a formal program review process					+		

Note: Data obtained from an interview with each college's chief instructional officer or designee.

response to the decline in FTE student enrollment. All seven of the community colleges surveyed reported the increase of financial expenditures in certain areas, making this activity the approach conducted by more institutions than any other activity reported.

The work force revision activities implemented by each community college in response to the decline in FTE student enrollment are identified in Table 5. Work force revision activities were reported by five of the seven community colleges surveyed. The most frequently conducted work force revision activities were the reduction of the number of employment positions and the reduction of the utilization of part-time instructors.

Table 6 contains the student recruitment and retention activities which were implemented by each community college in response to the decline in FTE student enrollment. Implementation of student recruitment and retention activities was reported from six of the seven community colleges surveyed.

#### Enrollment Decline

As reported in Table 1, Florida's 28 community colleges experienced a wide range of changes in FTE student enrollment from 1981-82 to 1984-85, ranging from a 17% increase to a 22% decrease. The combined FTE student enrollment changes of all 28 community colleges reflected a system-wide 4% decline.

Table 4

Areas Receiving Increased Financial Expenditures in Response to the Decline in FTE Student Enrollment

Area	College						
	A	B	C	D	E	F	G
Student financial aid	+	+	+				
Fund raising	+		+				
Public relations/advertising	+				+	+	+
Registration	+				+		
Academic programs		+				+	
Instructional equipment		+					+
Student recruitment		+	+	+			
Additional staff		+			+		

Note: Data obtained from an interview with each college's chief finance officer or designee.



Table 5

Work Force Revision Activities Implemented in Response to the  
Decline in FTE Student Enrollment

Activity	College					
	A	B	C	D	E	F G
Reduced the number of employment positions	+	+		+		+
Reassigned staff	+					
Involuntarily terminated staff	+					
Encouraged employee retirements	+			+		
Reduced the utilization of part-time instructors	+	+		+		+
Reduced faculty contract lengths				+		
Increased utilization of full-time faculty				+		
Refrained from providing salary increases						+
Refrained from replacing employees on leave of absence					+	
Provided professional development leaves of absence					+	

Note: Data obtained from an interview with each college's chief personnel/human resources officer or designee.

Table 6

Student Recruitment and Retention Activities Implemented in Response  
to the Decline in FTE Student Enrollment

Activity	A	B	C	College			
				D	E	F	G
Appointed study committees/task forces	+			+			
Conducted a community needs analysis	+						
Lengthened the number of days in registration period	+						
Personally delivered course schedules to individuals							+
Increased advertising	+						+
Distributed course schedules by direct mail	+						+
Established a telephone information center	+						
Conducted an employee telethon calling students	+						
Developed a welcome information packet for students	+						
Conducted related staff development	+					+	
Hired additional staff	+						
Implemented a student academic monitoring system	+					+	
Improved campus signs	+						

Table 6--Continued

Activity	College						
	A	B	C	D	E	F	G
Implemented a student ambassador program	+						
Communicated to all employees by presidential message the importance of student success	+						
Offered special scholarships to high quality graduating seniors from local high schools			+				+
Visitation by college staff to local high schools				+		+	
Set up information booths in shopping malls				+			
Had college staff send letters to former students				+			
Offered special scholarships to minority students							+
Increased publicity regarding early admission and dual enrollment programs							+
Increased communication with high schools	+						
Developed a student assessment response system	+						

Note: Data obtained from an interview with each college's chief student services officer or designee.

The seven community colleges identified as having experienced a decline in FTE student enrollment of greater than 5% from 1981-82 to 1984-85, Colleges A through G in Table 1, were studied to determine the types of enrollment decline and institutional responses to the decline. Table 7 provides a tabular report of the types of decline in FTE student enrollment experienced by the seven community colleges, based on the application of Zammuto, Whetten, and Cameron's typology. As referenced previously, the study conducted by Zammuto et al. (1983) concluded that those two-year institutions experiencing a gradual enrollment decline over three years, which averaged 11.74% over the three-year period, were determined to have experienced an erosion decline. Zammuto et al.'s study also concluded that those two-year institutions experiencing a more rapid decline in enrollment, averaging 17.64% and 29.69% over the three-year period, were determined to have experienced a contraction decline. The study conducted by Zammuto et al. included only those two-year colleges which experienced a decline in enrollment greater than 5% over the three-year period.

#### Institutional Responses

Five of the seven colleges surveyed in this study reported institutional responses to the enrollment decline which were determined to be in congruence with Zammuto,

Table 7

Types of Decline in FTE Student Enrollment in Accordance  
with Zammuto, Whetten, and Cameron's Typology

Type of Decline	College						
	A	B	C	D	E	F	G
Erosion			+	+	+	+	+
Contraction	+	+					
Dissolution							
Collapse							

Note: College A--22% decline in FTE student enrollment  
 College B--15% decline in FTE student enrollment  
 College C-- 8% decline in FTE student enrollment  
 College D-- 8% decline in FTE student enrollment  
 College E-- 8% decline in FTE student enrollment  
 College F-- 7% decline in FTE student enrollment  
 College G-- 7% decline in FTE student enrollment

Whetten, and Cameron's typology. Conversely, two of the seven colleges implemented responsive activities which were determined to not be in congruence with the typology. Table 8 provides a tabular report identifying the colleges by those responding to the decline in congruence with the typology and not in congruence with the typology.

Table 8

Institutional Responses to FTE Student Enrollment Decline Compared with Zammuto, Whetten, and Cameron's Typology

Comparison	College						
	A	B	C	D	E	F	G
Responses determined to be in congruence with the typology	+		+	+	+		+
Responses determined to not be in congruence with the typology		+				+	

Predicted Adaptations

A college was predicted to successfully adapt to the decline in FTE student enrollment if the college's responses were determined to be in congruence with those recommended in Zammuto, Whetten, and Cameron's typology.

However, if a college's responses were determined to not be in congruence with the typology, then the college was predicted to not successfully adapt. Table 9 provides a tabular report of the predicted adaptations identified in Chapter IV.

Table 9

Predicted Adaptations of Community Colleges to the Decline in FTE Student Enrollment Based on the Community College's Congruence with Zammuto, Whetten, and Cameron's Typology

Predicted Adaptation	College						
	A	B	C	D	E	F	G
Predicted to adapt due to the college's responses to the decline being in congruence with the typology	+		+	+	+		+
Predicted to not adapt due to the college's responses to the decline not being in congruence with the typology		+				+	

The seven colleges surveyed in December, 1985, reported a number of early indicators of adaptation to the FTE student enrollment decline which were based on the perceived accomplishment of certain objectives or desired outcomes of the responsive activities implemented. Table 10 provides a tabular report of the number of early indicators of adaptation reported by the colleges surveyed.

Table 10

Early Indicators of Adaptation to the Decline in FTE  
Student Enrollment

College	Number of Early Indicators of Adaptation	Report of Ceased Decline in FTE Student Enrollment
A	5	Yes
B	7	Yes
C	6	Yes
D	4	Yes
E	3	Yes
F	2	No
G	4	Yes

Note: Data are based on interviews conducted during December, 1985, identifying early indicators of adaptation to decline in FTE student enrollment occurring from 1981-82 to 1984-85.

Based on the reported early indicators of adaptation, with particular emphasis given to whether a community college's FTE student enrollment decline had ceased, the predicted adaptations of Colleges A, C, D, F, and G are supported by the early indicators. However, the prediction of College B to not adapt successfully is rejected based on the number of reported early indicators of adaptation, which included a reported increase in FTE student enrollment.



## CHAPTER V CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

### Introduction

Problems incurred from declining student enrollments are being faced by many colleges and universities during the 1980s. Whetten (1981), Cameron (1983), and Levine (1984) reported colleges facing such enrollment declines tend to be conservative, piecemeal, and across-the-board in their responses, rather than responding prescriptively, based on the type of decline experienced. Zammuto, Whetten, and Cameron's typology of environmental decline and organizational responses provides a basis for identifying the type of decline experienced by a college and recommends prescriptive responses for successful adaptation.

The purpose of this study was to determine the types of FTE student enrollment decline experienced by selected Florida community colleges from 1981-82 to 1984-85 and the institutional responses to the enrollment decline as they compare with Zammuto, Whetten, and Cameron's typology. A multiple case study approach was used to

study the types of enrollment decline and the institutional responses to the decline. The study focused on the following questions and determined the subsequent answers:

1. What types of FTE student enrollment decline were experienced by selected Florida community colleges during the period from 1981-82 to 1984-85? Five of the seven selected community colleges experienced an erosion decline, while two colleges experienced a contraction decline.

2. What were the institutional responses to the enrollment decline of each selected Florida community college which experienced an FTE student enrollment decline of greater than 5% during the period from 1981-82 to 1984-85? The information obtained from the representatives of the seven community colleges surveyed reflect a variety of institutional responses to declining enrollments, including activities related to public relations and/or marketing, instructional programs, financial expenditures, work force revision, and student recruitment and retention.

3. For the selected institutions, how do the types of decline in FTE student enrollment and the institutional responses to the decline compare with the types of decline and institutional responses identified in Zammuto, Whetten, and Cameron's typology? Four of the five selected community colleges which experienced an erosion decline responded in congruence with the typology, while one of

the five colleges responded not in congruence with the typology. One of the two selected community colleges which experienced a contraction decline responded in congruence with the typology, while the other college which experienced a contraction decline responded not in congruence with the typology.

4. What are the predicted adaptations of those community colleges responding to decline in congruence with the typology and those responding to decline not in congruence with the typology? The five selected community colleges responding to decline in congruence with the typology were predicted to successfully adapt. Two selected community colleges were predicted to not successfully adapt due to the responses to the decline not being in congruence with the typology.

5. What are the early indicators to support or reject the predicted adaptations? Based on the reported early indicators of adaptation, with particular emphasis given to whether a community college's FTE student enrollment decline had ceased, the early indicators supported the adaptation predictions for six community colleges and rejected the adaptation prediction for one community college.

### Conclusions

The basic conclusion drawn from this study is the application of Zammuto, Whetten, and Cameron's typology in seven case studies provided a basis for successfully predicting the adaptation of six of the seven community colleges which responded to the enrollment decline in congruence with the typology and were predicted to successfully adapt, as well as one community college which responded to the decline not in congruence with the typology and was predicted to not successfully adapt.

The one unsuccessful prediction of adaptation raises some question about why the application of the typology did not successfully predict that community college's adaptation. The one unsuccessful prediction involved a community college which experienced a contraction decline, did not respond in congruence with the typology, and was not predicted to adapt successfully. However, the institution's representatives reported a number of early indicators of adaptations, including a reported increase in FTE student enrollment, which did not support the prediction of unsuccessful adaptation. Although the community college did not respond with the recommended activities, such as the reconstruction of instructional programs and domain defense activities, efforts put forth in increasing financial aid and expanding student recruitment and marketing efforts may have provided the basis for the successful adaptation.

The other conclusion drawn from this study is Zammuto, Whetten, and Cameron's typology of decline is of value for community college presidents and staff to consider in responding to declining student enrollments. Since the typology provided a basis for successfully predicting the adaptation of six of the seven community colleges studied, there is value in considering the typology with the management of enrollment decline in other community colleges.

#### Recommendations for Further Research

Several areas related to institutional responses to conditions of decline were not analyzed in this study, but remain important for future research efforts. These areas recommended for further research are defined by the questions below.

1. To what degree do environmental factors, such as a declining number of college-age students within a college's traditional student population and locate, affect the utility of Zammuto, Whetten, and Cameron's typology?

2. To what extent would the conclusions regarding Zammuto, Whetten, and Cameron's typology be affected if the indicators of adaptation were reported from a perspective of having several years on which to base the reported adaptations?

3. How would the application of Zammuto, Whetten, and Cameron's typology be affected by a population of colleges experiencing more severe types of enrollment decline, such as declines of dissolution and collapse? The above-listed areas are recommended for further research efforts concerning institutional responses to declining enrollments. Such further research would be of value to educational managers and faculty facing conditions of decline.

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APPENDIX A  
LETTERS MAILED TO THE CHIEF  
ADMINISTRATIVE OFFICERS

Letter Sent to Each President

1667 Charon Road  
Jacksonville, FL 32205

December 6, 1985

Dear

During the next few weeks, I will be contacting you and 34 other Florida community college administrators by telephone to determine the strategies or activities implemented in response to the declining FTE student enrollment experienced during the period from 1981-82 to 1984-85. Specifically, I will call you on Thursday, December 12, 1985, at approximately 1:30 p.m., to find out if, in response to the enrollment decline at your college, activities were increased in public relations and/or marketing. It will be helpful if you are able to inform me of the specific actions taken, the objectives or desired outcomes of the activities, and the early indicators, if any, that your college is accomplishing what it set out to accomplish with the activities.

The information you provide will be used in my dissertation study for a doctorate degree in Educational Administration and Supervision from the University of Florida. In addition, the information you provide will be helpful to the administration of Florida Junior College (FJC) in developing strategies for dealing with declining FTE student enrollment at FJC. Dr. Charles Spence, FJC's President, is aware and fully supportive of my seeking this information.

In recognition of the importance of maintaining confidentiality, I will not identify your response with your name, job title, or the name of your college in my dissertation study.

I look forward to talking with you on December 12 and certainly appreciate your cooperation and assistance.

Sincerely,

Steven E. Huntley  
Director of Human Resources  
Florida Junior College at  
Jacksonville

Letter Sent to Each Chief Instructional Officer

1667 Charon Road  
Jacksonville, FL 32205

December 6, 1985

Dear

During the next few weeks I will be contacting you and 34 other Florida community college administrators by telephone to determine the strategies or activities implemented in response to the declining FTE student enrollment experienced during the period from 1981-82 to 1984-85. Specifically, I will call you on Thursday, December 12, 1985, at approximately 2:00 p.m., to find out if, in response to the enrollment decline at your college, certain programs were revised, consolidated, or eliminated. It will be helpful if you are able to inform me of the specific actions taken, the objectives or desired outcomes of the activities, and the early indicators, if any, that your college is accomplishing what it set out to accomplish with the activities.

The information you provide will be used in my dissertation study for a doctorate degree in Educational Administration and Supervision from the University of Florida. In addition, the information you provide will be helpful to the administration of Florida Junior College (FJC) in developing strategies for dealing with declining FTE student enrollment at FJC. Dr. Charles Spence, FJC's President, is aware and fully supportive of my seeking this information.

In recognition of the importance of maintaining confidentiality, I will not identify your responses with your name, job title, or the name of your college in my dissertation study.

I look forward to talking with you on December 12 and certainly appreciate your cooperation and assistance.

Sincerely,

Steven E. Huntley  
Director of Human Resources  
Florida Junior College at  
Jacksonville

Letter Sent to Each Chief Finance Officer

1667 Charon Road  
Jacksonville, FL 32205

December 6, 1985

Dear

During the next few weeks I will be contacting you and 34 other Florida community college administrators by telephone to determine the strategies or activities implemented in response to the declining FTE student enrollment experienced during the period from 1981-82 to 1984-85. Specifically, I will call you on Thursday, December 12, 1985, at approximately 2:30 p.m., to find out if, in response to the enrollment decline at your college, expenditures were actually increased in certain areas based on a priority realignment. It will be helpful if you are able to inform me of the specific actions taken, the objectives or desired outcomes of the activities, and the early indicators, if any, that your college is accomplishing what it set out to accomplish with the activities.

The information you provide will be used in my dissertation study for a doctorate degree in Educational Administration and Supervision from the University of Florida. In addition, the information you provide will be helpful to the administration of Florida Junior College (FJC) in developing strategies for dealing with declining FTE student enrollment at FJC. Dr. Charles Spence, FJC's President, is aware and fully supportive of my seeking this information.

In recognition of the importance of maintaining confidentiality, I will not identify your responses with your name, job title, or the name of your college in my dissertation study.

I look forward to talking with you on December 12, 1985, and certainly appreciate your cooperation and assistance.

Sincerely,

Steven E. Huntley  
Director of Human Resources  
Florida Junior College at  
Jacksonville

Letter Sent to Each Chief Student Services Officer

1667 Charon Road  
Jacksonville, FL 32205

December 6, 1986

Dear

During the next few weeks, I will be contacting you and 34 other Florida community college administrators by telephone to determine the strategies or activities implemented in response to the declining FTE student enrollment experienced during the period from 1981-82 to 1984-85. Specifically, I will call you on Thursday, December 12, 1985, at approximately 11:00 a.m., to find out if, in response to the enrollment decline at your college, activity was increased in student recruitment and retention efforts. It will be helpful if you are able to inform me of the specific actions taken, the objectives or desired outcomes of the activities, and the early indicators, if any, that your college is accomplishing what it set out to accomplish with the activities.

The information you provide will be used in my dissertation study for a doctorate in Educational Administration and Supervision from the University of Florida. In addition, the information you provide will be helpful to the administration of Florida Junior College (FJC) in developing strategies for dealing with declining FTE student enrollment at FJC. Dr. Charles Spence, FJC's President, is aware and fully supportive of my seeking this information.

In recognition of the importance of maintaining confidentiality, I will not identify your responses with your name, job title, or the name of your college in my dissertation study.

I look forward to talking with you on December 12, and certainly appreciate your cooperation and assistance.

Sincerely,

Steven E. Huntley  
Director of Human Resources  
Florida Junior College at  
Jacksonville

APPENDIX B  
QUESTIONNAIRES FOR TELEPHONE SURVEY

Questions Used in Telephone Survey with Each President

1. Colleges that have experienced enrollment decline and the related budget problems have implemented a variety of responsive strategies. In response to the recent enrollment decline at your college, were activities increased in public relations and/or marketing?
  - a. If so, please describe the specific actions taken.
  - b. Was the college's action based on any particular principle or philosophical belief about how the management of these activities was to be approached? If so, please identify.
  - c. What were the objectives or desired outcomes of these activities?
  - d. What are the early indicators, if any, that your college is accomplishing what it set out to accomplish with these activities.
  - e. What groups were involved in developing these responsive activities?

___ Board of Trustees	___ Career employees
___ Administrators	___ Students
___ Faculty	___ Consultants
___ Other, if so, please identify _____	
  - f. How would you describe the overall employee support of these responsive activities?

___ No support	___ Minor support
___ Moderate support	___ Major support



Questions Used in Telephone Survey with Each President

1. Colleges that have experienced enrollment decline and the related budget problems have implemented a variety of responsive strategies. In response to the recent enrollment decline at your college, were activities increased in public relations and/or marketing?
  - a. If so, please describe the specific actions taken.
  - b. Was the college's action based on any particular principle or philosophical belief about how the management of these activities was to be approached? If so, please identify.
  - c. What were the objectives or desired outcomes of these activities?
  - d. What are the early indicators, if any, that your college is accomplishing what it set out to accomplish with these activities.
  - e. What groups were involved in developing these responsive activities?

<input type="checkbox"/> Board of Trustees	<input type="checkbox"/> Career employees
<input type="checkbox"/> Administrators	<input type="checkbox"/> Students
<input type="checkbox"/> Faculty	<input type="checkbox"/> Consultants
<input type="checkbox"/> Other, if so, please identify _____	
  - f. How would you describe the overall employee support of these responsive activities?

<input type="checkbox"/> No support	<input type="checkbox"/> Minor support
<input type="checkbox"/> Moderate support	<input type="checkbox"/> Major support

Questions Used in Telephone Survey With Each  
Chief Instructional Officer

1. Colleges that have experienced enrollment decline and the related budget problems have implemented a variety of responsive strategies. In response to the recent decline in student enrollment at your college, were certain instructional programs revised, consolidated, or eliminated?
  - a. If so, please describe the specific actions taken?
  - b. Was the college's action based on any particular principle or philosophical belief about how the management of these activities was to be approached? If so, please identify.
  - c. What were the objectives or desired outcomes of these activities?
  - d. What are the early indicators, if any, that your college is accomplishing what it set out to accomplish with these activities?
  - e. What groups were involved in developing these responsive activities?
 

<u>      </u> Board of Trustees	<u>      </u> Career employees
<u>      </u> Administrators	<u>      </u> Students
<u>      </u> Faculty	<u>      </u> Consultants
<u>      </u> Other, if so, please identify _____	
  - f. How would you describe the overall employee support of these responsive activities?
 

<u>      </u> No support	<u>      </u> Minor support
<u>      </u> Moderate support	<u>      </u> Major support
2. Did the college respond with any other activities primarily associated with your functional area of responsibility?

Questions Used in Telephone Survey with Each  
Chief Finance Officer

1. Colleges that have experienced enrollment decline and the related budget problems have implemented a variety of responsive strategies. In response to the recent enrollment decline at your college, were expenditures actually increased in certain areas based on a priority realignment?
  - a. If so, please describe the specific actions taken.
  - b. Was the college's action based on any particular principle or philosophical belief about how the management of these activities was to be approached? If so, please identify.
  - c. What were the objectives or desired outcomes of these activities?
  - d. What are the early indicators, if any, that your college is accomplishing what it set out to accomplish with these activities?
  - e. What groups were involved in developing these responsive activities?

___ Board of Trustees	___ Career employees
___ Administrators	___ Students
___ Faculty	___ Consultants
___ Other, if so, please identify _____	
  - f. How would you describe the overall employee support of these responsive activities?

___ No support	___ Minor support
___ Moderate support	___ Major support
2. Did the college respond with any other activities primarily associated with your functional area of responsibility?

Questions Used in Telephone Survey with Each  
Chief Personnel/Human Resources Officer

1. Colleges that have experienced enrollment decline and the related budget problems have implemented a variety of responsive strategies. In response to the recent enrollment decline at your college, were adjustments made to the size and/or nature of the work force?
  - a. If so, please describe the specific actions taken.
  - b. Was the college's action based on any particular principle or philosophical belief about how the management of these activities was to be approached? If so, please identify.
  - c. What were the objectives or desired outcomes of these activities?
  - d. What are the early indicators, if any, that your college is accomplishing what it set out to accomplish with these activities?
  - e. What groups were involved in developing these responsive activities?

<input type="checkbox"/> Board of Trustees	<input type="checkbox"/> Career employees
<input type="checkbox"/> Administrators	<input type="checkbox"/> Students
<input type="checkbox"/> Faculty	<input type="checkbox"/> Consultants
<input type="checkbox"/> Other, if so, please identify _____	
  - f. How would you describe the overall employee support of these responsive activities?

<input type="checkbox"/> No support	<input type="checkbox"/> Minor support
<input type="checkbox"/> Moderate support	<input type="checkbox"/> Major support
2. Did the college respond with any other activities primarily associated with your functional area of responsibility?

Questions Used in Telephone Survey with Each  
Chief Student Services Officer

1. Colleges that have experienced enrollment decline and the related budget problems have implemented a variety of responsive strategies. In response to the recent enrollment decline at your college, were activities increased in student recruitment and retention efforts?
  - a. If so, please describe the actions taken.
  - b. Was the college's action based on any particular principle or philosophical belief about how the management of these activities was to be approached? If so, please identify.
  - c. What were the objectives or desired outcomes of these activities?
  - d. What are the early indicators, if any, that your college is accomplishing what it set out to accomplish with these activities?
  - e. What groups were involved in developing these responsive activities?

___ Board of Trustees	___ Career employees
___ Administrators	___ Students
___ Faculty	___ Consultants
___ Other, if so, please identify_____	
  - f. How would you describe the overall employee support of these responsive activities?

___ No support	___ Minor support
___ Moderate support	___ Major support
2. Did the college respond with any other activities primarily associated with your functional area of responsibility?

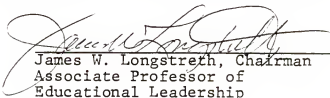
## BIOGRAPHICAL SKETCH

Steven Everett Huntley was born on October 14, 1951, in Clearwater, Florida. After graduating from Dunedin High School in 1969, Mr. Huntley attended St. Petersburg Junior College, graduating with an associate's degree in 1971. Mr. Huntley then attended the University of South Florida where he was awarded a bachelor's degree in business administration in 1973 and was named to the Dean's List of Scholars.

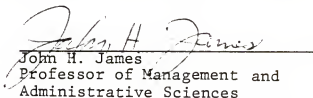
Mr. Huntley received both a master's and specialist degree in counselor education in 1976, from the University of Florida, during which time he served as a graduate assistant. Following his graduation from the University of Florida, Mr. Huntley was employed with the School Board of Alachua County for six years, first as a school counselor and then as a personnel administrator. In 1982, Mr. Huntley joined the administrative staff of Florida Junior College at Jacksonville as Director of Personnel and was subsequently appointed as Director of Human Resources.

Mr. Huntley and the former Janet Lynn Berube were married in Gainesville, Florida, in 1979. They have two daughters, Sarah Lynette and Rachel Lynette.

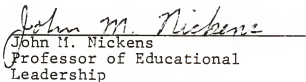
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
James W. Longstreth, Chairman  
Associate Professor of  
Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
John H. James  
Professor of Management and  
Administrative Sciences

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
John M. Nickens  
Professor of Educational  
Leadership

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

May, 1986

  
Dean, College of Education

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Dean, Graduate School